INSTITUTE OF POLITICAL STUDIES
POLISH ACADEMY OF SCIENCES

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SOCIOLOGY OF EDUCATION: WELLBEING AND RESILIENCE IN THE TIMES OF CRISIS

Mid-Term International Conference of The Research Network 10 (Sociology of Education) of the European Sociological Association

Warsaw, Poland 21-22.09.2023

Book of abstracts

unesco
Chair

EDUCATORE

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Introduction

Mid-Term International Conference of The Research Network 10 (Sociology of Education) of the European Sociological Association is joining forces with the Institute of Political Studies of the Polish Academy of Sciences and Maria Grzegorzewska University in Warsaw, the Faculty of Education and the UNESCO Janusz Korczak Chair in Social Pedagogy, to organise the International Mid-term ESA RN 10 Conference on 21-22nd of September 2023.

The eruption of the global COVID-19 pandemic, war in Ukraine, economic crisis, unrest in many areas of the globe has dramatically deepened social differences in educational opportunities, a topic since the 1970s central to the Sociology of Education. Revealing the mechanisms of social reproduction in educational systems remains an important endeavour for sociologists of education.

We would like to use the lens of sociology of education to discuss quality vs. equity, to discuss quality of outcomes vs. wellbeing. We invite contributors from education, sociology of education and political sciences to present their research findings and their theoretical contributions to look at education systems, education policies, educational praxis and environmental considerations around access and quality.

The educational environments can include both formal and informal settings, lifelong learning, self-study, adult education, third-age, but also infant communication and attachment, not narrowing the discussion to any particular age group or any particular environment, as we believe education happens through the life time and occurs in every social context.

We are particularly interested in research that pinpoints how to enhance wellbeing, resilience and motivation to create more inclusive, high-quality education. We are also interested in obstacles and challenges that stand in the way. We welcome researchers that tackle newly emerged phenomenon, such as post-Covid19 crisis, economic crisis, with new conflicts and wars emerging across the globe, the genocide still occurring and human rights being so very fragile in too many places in the world. We would also like to welcome research that discusses educational realities to support learners and their peers in the everyday struggles. We hope that some of the conference outcomes will translate into fostering the wellbeing and resilience of children, youths drawing from the innovative, reflective mindsets of the educators, whose wellbeing and mindfulness will cascade to the end-beneficiaries.

Organizers

ESA RN10, Polish Academy of Sciences – Institute of Political Studies,

UNESCO Janusz Korczak Chair, Maria Grzegorzewska University.

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• Magdalena Lemańczyk, Polish Academy of Sciences, Poland

Research Network Sociology of Education (RN10)

The Research Network Sociology of Education (RN10) aims at enhancing cooperation among sociologist of education in Europe. European countries nowadays face many changes in the functioning of educational systems. Increasing diversity is generally considered one of the main challenges. Moreover, there is a continuing expansion, with outcomes that are equally positive and negative for specific social groups and for societies at large. Investigating these processes, with the objective to preserve social cohesion and stability, is one of the most important tasks of current educational sociology.

The aim of the Research Network Sociology of Education (RN10) is to provide a forum for a variety of educational research, ranging from broad comparative research to everyday practices and processes in school, at all levels of formal education.

For more information about our research network, please visit our webpage.

UNESCO Janusz Korczak Chair in Social Pedagogy

UNESCO Janusz Korczak Chair in Social Pedagogy, established in 2004 at the Maria Grzegorzewska University in Warsaw, carries out the mission of social inclusion to promote children's rights, human rights, minority rights through education and research informing policy to realize Goal 4 of the UNESCO SDGs: to ensure inclusive and equitable education and to promote lifelong learning opportunities for all.

For more information visit: http://www.aps.edu.pl/unesco-chair/

Conael Programme

DAY 1

8.45 - 9.30	**Registration**	
9.30 - 9.45	**Opening of the conference**	Prof. Jannick Demanet, Prof. Adriana Aubert (ESA) Prof. Anna Odrowąż-Coates (APS) Prof. Ireneusz Sadowski (PAN)
9.45-10.30	**Keynotes**	**ESA Keynote** Adriana Aubert, University of Barcelona. *Dialogue+Science. Vulnerable groups in the debate on scientific evidence for quality education.* (20 min) **EDUCATORE Keynote** Adrijana Viśnjić, Visnja Rajic, University of Zagreb. *To be (or to survive) -teachers' perception on the crises management.* (20 min)
10.30-11.00	**Break**	
11.00-11.45	**Keynotes**	**Pat Dolan**, UNESCO Chair, Children, Youth and Civic Engagement Director, Institute for Lifecourse and Society (ILAS), Ireland. *Resilience through the lens of Empathy – Creating Protective Factors for Youth* (20 min) **Marthinus Stander Conradie**, University of the Free State. *Permission to share what they think about racism: Tutors reflect on encounters with students* (20 min)
11.45-12.00	**Special Event: EDUCATORE Website Launch**	Anna Odrowąż-Coates, Cecilia Zsögön, UNESCO Janusz Korczak Chair in Social Pedagogy, Maria Grzegorzewska University
12.00-13.00	**Lunch**	

13.00-14.30	Thematic Panels (Parallel sessions)	**1. Wellbeing and resilience in education, health service and social work.** Session Chair *Prof. Camille Brandt* **2. Special Sessions: Practitioners confront Academia: cutting across western-centric methodologies.** Session Chair *Dr Cecilia Zsögön* **3. Sociology of Education and Social Pedagogy.** Session Chair *Prof. Eva Gonçalves* **4. Sociology of education, conflicts and mobilities.** Session Chair *Prof. Jannick Demanet*
14.30-14.45	Break	Grand Finale of the Art Exhibition **"A word is a pretext"** by Barbara Janina Sochal & Anna Ludwicka
14.45-16.15	Thematic Panels (Parallel sessions)	**1. Wellbeing and resilience in education, health service and social work.** Session Chair *Prof. Camille Brandt* **2. Special Sessions: Practitioners confront Academia: cutting across western-centric methodologies.** Session Chair *Dr Cecilia Zsögön* **3. Sociology of Education and Social Pedagogy** Session Chair *Prof. Eva Gonçalves* **4. Sociology of education, conflicts and mobilities.** Session Chair *Prof. Jannick Demanet*
16.30-18.00	Workshop	**EDUCATORE Curriculum Implementation** *Session Chair Dr. Ewa Dąbrowa*

DAY 2

| 9.00-9.30	Registration	
9.30-10.15	Keynotes	**Mark Brennan and Jamison Malcolm**, The Pennsylvania State University. *Empowering Communities to Overcome Crises.* (20 min) **Taiwo Afolabi**, University of Regina, Canada. *Promoting well-being among senior citizens through theatre: a case study of an applied theatre project in a care facility in Canada* (20 min)

10.15-11.00	Plenary Session	**Darrick Smith**, University of San Francisco. *Anti-wellbeing professional culture at community college. A case study from US.* (20 min)
		Lieve Bradt - Rudi Roose, Ghent University. *Lessons learned. Research findings from the EU-funded project EDUCATORE: End of Disaster Undoing Crisis: Active Tutors Open to Reflective Education* (20 min)
11.00-11.15	Break	
11.15-12.45	Group Sessions	**1. Wellbeing and resilience in education, health service and social work.** Session Chair *Dr Krystyna Heland Kurzak* **2. Special Sessions: Practitioners confront Academia: cutting across western-centric methodologies.** Session Chair *Dr. Ewa Dąbrowa* **3. Sociology of Education and Social Pedagogy.** Session Chair *Prof. Anna Perkowska-Klejman* **4. Sociology of education, conflicts and mobilities** Session Chair *Prof. Adriana Aubert Simon*
12.45-13.30	Lunch	
13.30-15.00	Group Sessions	**1. EDUCATORE SESSION** Session Chair *Dr Krystyna Heland Kurzak* **2. Special Sessions: Practitioners confront Academia: cutting across western-centric methodologies.** Session Chair *Dr. Magdalena Lemańczyk* **3. Sociology of Education and Social Pedagogy.** Session Chair *Prof. Anna Perkowska-Klejman* **4. Sociology of education, conflicts and mobilities.** Session Chair *Prof. Adriana Aubert Simon*
15.00-15.15	**Closing of the Conference**	

Keynote Speakers

Adriana Aubert - University of Barcelona, Spain

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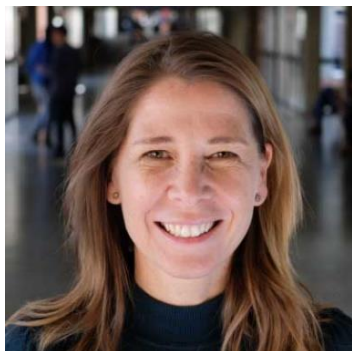
Dr. Aubert is Associate Professor of Sociology at the University of Barcelona. She has extensively researched successful educational actions, that is, actions that have proven to be successful in the academic, social, and emotional development of children and adolescents in a variety of contexts. Among others, she has participated in 4 projects of the European Research Framework Program, highlighting *INCLUD-ED. Strategies for inclusion and social cohesion in Europe from education* (FP6). She has been co-Editor of the scientific review International Journal of Sociology of Education (RISE), indexed to the Web of Science and Scopus.

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Dialogue+Science. Vulnerable groups in the debate on scientific evidence for quality education

INTRODUCTION

Taking the SDG: Quality Education as a reference from the Dialogue+Science project (FECYT, 2021-2022;https://crea.ub.edu/dialogciencia), we have worked to promote the debate on scientific evidence in relation to aspects such as students grouping, bullying, and school violence, family participation, educational segregation, and inclusion, etc.

THEORETICAL FRAMEWORK AND RATIONALE FOR THE STUDY

The exposure of citizens to disinformation and fake news is one of the main social problems identified by the European Commission (https://ec.europa.eu/digital-single-market/en/tackling-online-disinformation). Several studies (Macias & Redondo, 2012; Torras-Gomez et al., 2021) have highlighted the harmful consequences that arise when educational interventions are not based on scientific evidence or when the groups involved are not included in initiatives aimed at addressing these problems. Scientific debate and knowledge creation are increasingly based on co-creation (Roca et al., 2022; Robinson et al., 2020). To this end, it is a priority to promote science education, both informally and formally (Flecha et al., 2022; Soler & Gomez, 2020).

METHODOLOGY

This project has promoted access to scientific knowledge and the direct participation of citizens (especially vulnerable groups) in this co-creation process. These people have had access to scientific platforms where they can learn about scientific results, but they have also contributed to them by providing comments, questions, and reflections. We have been in collaboration with the Horizon 2020 project ALLINTERACT-Widening and diversifying citizen engagement in science (https://allinteract.eu/about), which has provided us with good scientific guidance in the implementation of the actions.

A total of 22 activities have been carried out (5 webinars, 5 Scientific Dialogical Gatherings, 6 Sciencethons, and 6 Living Labs) in which 440 people have participated, more than 420 belonging to vulnerable groups (adults with low socio-economic and academic levels, Roma and immigrant students and family members).

RESULTS

Throughout the actions carried out, there have been 8,663 accesses to the scientific platform Adhyayana (https://socialimpactscience.org/education), the first platform that scientifically differentiates hoaxes and evidence in education, and more than 1,700 new entries and comments have been made, which have made important contributions to the platform.

The project has promoted an active debate focused on identifying information or arguments for which there is scientific evidence, for which more evidence is needed, or which are false. Thus, the development of both skills (dialogue, reasoning, research) and knowledge (about the scientific process) has been encouraged, allowing these vulnerable groups to critically assess the information they receive in their daily activities and on which they often have to make decisions (e.g., in the schooling of children, the grouping of pupils, reception of immigrant pupils, etc.), and which contributes to supporting learners and their peers in the everyday struggles.

KEYWORDS: Dialogue, Co-creation, Scientific Evidence, Quality Education

Educatore Keynote

Adrijana Viśnjić-Jevtić - University of Zagreb, Faculty of Teacher Education, Croatia
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Asst. prof. Adrijana Višnjić-Jevtić, PhD OMEP is an assistant professor at the Faculty of Teacher Education, University of Zagreb. Her areas of scientific interest are early childhood pedagogy, professional development of teachers and cooperation between families and educational institutions and children's rights. Adrijana is a member of the editorial board of the International Journal of Early Childhood and the Journal of Childhood, Education & Society and the founder of the Krijesnica Association of Educators, whose president she served for two terms (2008-2016) and the Croatian National Committee of the World Organization for Early Childhood Education (OMEP). Currently, she is Vice President of OMEP for European Region.

To be (or to survive) - teachers' perception on the crises management

Changes in the way of working caused by the Covid-19 pandemic had an impact on the working population. In order to determine in what way, the changes were reflected in the work of teachers, their experience of working in the conditions of the pandemic was investigated. The research was conducted in June 2021, after the teachers had a year-long experience of working in changed conditions. A total of 24 teachers participated in the research, which was based on a qualitative research paradigm, in two focus groups. The participants gave their views on experiences with the closure of kindergartens, direct work with children and parents during the pandemic, and their professional development and experience of support in personal protection.

The results of the research show how teachers have adapted to the closure of institutions and have achieved various forms of virtual communication with children and parents. They highlighted direct work with children as the most challenging, considering the unnatural relationship (distance) and the absence of incentives (need for disinfection). Most are satisfied with the possibilities that result from virtual forms of professional development. They are the least satisfied with the support they had during the changed working conditions, where the dissatisfaction refers to emotional support to a greater extent than material support.

Keynote Speakers

Prof. Pat Dolan - UNESCO Chair in Children, Youth and Civic Engagement, Ireland
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Prof. Dolan is joint founder and Director of the UNESCO Child and Family Research Centre and an Academic Director of the M.A. in Family Support Studies. He also contributes to the wider undergraduate and postgraduate degree programmes of the School of Political Science and Sociology as well as supervising Ph.D. candidates and Masters Dissertations in Family Support, Social Work and Community Development. Professor Pat Dolan holds the prestigious UNESCO Chair in Children, Youth and Civic Engagement, the first to be awarded in the Republic of Ireland.

Resilience through the lens of Empathy – Creating Protective Factors for Youth

While resilience during adolescence is often seen as the capacity to thrive in the face of severe adversity, it is generally only seen as being enabled through protective factors outweighing risk factors. This includes the crucial moderating factor of social support enlistment which is key to enabling youth cope in times of stress and crisis. However, the role of empathy in formal (school) and non-formal (community) contexts tends to be overlooked in terms of its key function as the 'secret sauce' in developing resiliency.

This paper explores the four key components of empathy education, including understanding and valuing it conceptually; practicing empathy in life through interactions with others: consideration of barriers to being empathic to others; and finally, taking social action by doing good for others – empathy in action. Utilising these four functions, the paper then connects empathy implementation to protective resilience factors for youth including social ecological contexts. In particular how empathy can counterbalance risk factors.

Utilising a lens of community capacity building and presence theory through intersectionality, ways that empathy shares a key space with resilience in the daily lives of young people is explored. Finally, apart from sharing messages for theory development policy and practice – a series of case examples from differing international contexts are utilised to demonstrate the key connection of social empathy and resiliency.

Taiwo Afolabi - University of Regina, Canada
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Dr. Taiwo Afolabi is an interdisciplinary artistic scholar from Africa with internationally recognized expertise in research-based theatre focusing on social justice, human rights, and anti-racism education among Indigenous, immigrant, and marginalized communities. Through global theatre projects/publications, his practice-based research encompasses issues of policing, sexual health education, Sustainable Development Goals, African theatre, homelessness, immigration, and language revitalization. He is the Director of the Centre for Socially Engaged Theatre (C-SET) and is the Canada Research Chair in Socially Engaged Theatre (Tier II).

Promoting well-being among senior citizens through theatre: a case study of an applied theatre project in a care facility in Canada

Aging is understood differently across cultures (Fung, 2013). For instance, being an elderly person in Yoruba culture (Southwest, Nigeria) is regarded positively because it is synonymous with perceived wisdom and

experience (Ebimgbo and Okoye, 2021). Like many epistemologies from the South, an elderly person is considered the voice of reasoning and deserves to be respected, except they prove otherwise (Selin 2021; Fung 2013). There are positive and negative myths associated with aging, such as an increase in experiential knowledge, wisdom and respect, a decrease in physical attractiveness, over-dependence on others, a decline in physical strength for everyday tasks and an inability to learn new things (Selin 2021). These stereotypes and beliefs have reinforced the creation of the care system that is contributed to the ways senior citizens are treated, which affect their well-being, particularly in Canada (Lockenhoff et al 2009). Thus, this research takes on the question: In what ways can theatre be engaged for social change and debunk stereotypes and beliefs the society has against ageism which has affected the well-being of senior citizens in Canada?

Theoretical Framework

This study engages structural functionalism as its theoretical framework. Structural functionalism conceives society as a complex and nuanced system with different parts essential to work together to promote solidarity and stability (Talcott 1977; DeRosso 2012). In structural functionalism, social change is regarded as an adaptive response to some tensions within the complex social system (Urry 2000; Gingrich 1999). Theatre supports the fact that society is an integrated whole where all parts are interconnected (Freebody et al, 2018). It offers the possibility to create space to imagine ways that different institutions can work together to maintain stability and the well-being of its members (Afolabi, 2018). In the context of this study, theatre articulates the need to examine the state and conditions of senior citizens wholistically.

Rationale for the Study

The quality of care for senior citizens in Canada is poor, with rising costs in caregiving and many times inaccessible because of the long waitlist (Canadian Health Coalition 2021; Canadian Medical Association Report 2021). There are funding cuts, staff shortages and a lack of specific standards in some provinces. Many seniors prefer home care due to its convenience, economic value and less reliance on the system (Liew 2022). There is a high rate of dementia in Canada with poor treatment, and Canada is not equipped to handle rising rates of dementia (Jones 2022; DeLaire, 2022; World Alzheimer Report 2022). These issues impact the health and well-being of many senior citizens in the country.

Methodology

This research is guided by storytelling within Applied Theatre as Research (ATAR) in a community-based participatory methodological framework. ATAR is "an act of political and cultural resistance that creates, through the fictional frame, a set of propositions that are co-constructed, analyzed and then re-presented to communities as a method of creating new knowledge and forging social change' (O'Connor and Anderson, 2015, p. 49).

Preliminary Result

Cultural and social norms and values play critical roles in ageism, "prejudice by one age group toward other age groups" (Butler, 1969, p. 243) is a factor responsible for the poor treatment of seniors in many Canada. Playfulness has some health values for different age cadres, including senior citizens, and promoting the health and well-being of senior citizens involves examining every aspect of society.

Keywords: aging, ageism, applied theatre, senior citizens, and well-being

Dr. Mark Brennan - Penn State University, USA

Dr. Mark Brennan is the UNESCO Chair for Community, Leadership, and Youth Development and Professor of Leadership and Community Development at the Pennsylvania State University.Dr. Brennan's teaching, research, writing, and program development concentrates on the role of community and leadership development in the youth, community, and rural development process. In this context, much of his work has focused on community action, youth development, locally based natural resource management, economic development, and social justice. He is co-founder of the Global Network of UNESCO Chairs on Children, Youth, and Community.

Jamison Malcolm - Penn State University, USA

Jamison Malcolm is a Doctoral Student in Applied Youth, Family and Community Education. He currently works at the Department of Agricultural and Extension Education, Pennsylvania State University. Jamison does research in Pedagogic Theory and Educational Leadership.

Empowering Communities to Overcome Crises

Our local societies are continuously facing crises brought on by natural conditions (disease, earthquakes, hurricanes, flooding) and manmade conditions (impacts of climate change, war, economic collapses). All lead to the massive displacement of populations and the need for immediate assistance.

Crisis mitigation typically follows a very structured and staged pathway with predictable steps, most often delivered through government or extralocal entities. In recent years, considerable attention has been placed on the role of the community in crisis mitigation and on the importance of local knowledge, action, participation, and control in determining the nature of crisis response. When crises do occur, citizen groups and coordinated efforts of local volunteers can respond to lessen the impacts and "build back better." However, rarely is the true role of community considered – to alleviate suffering at all levels in times of crisis and beyond.

This approach to crisis mitigation is not to suggest that local, regional, and government responses are irrelevant or ineffective. Quite the contrary. Nonetheless, in all crisis settings, resources and capabilities are spread thin. Effective community capacity can help bridge this gap. Further, the reality is that in the immediate lead up to and direct aftermath of crises, a community-based approach is incredibly important and effective, as local residents are in all sense the first responders. This capacity frees structural resources and enhances responses from official entities, thereby maximizing local response and resiliency.

It is logical that the local community should be the part of the first line of defense in preparing and responding in the event of crisis. Residents and local groups are in a position to best identify their immediate needs, coordinate preparations, supplement official response efforts, implement emergency response programs, and contribute to local decision making for future events. Similarly, communities can provide a sense of connection, and decrease the isolation and abandonment that is often felt among residents in times of crisis. Such capacity for providing these community-based services does not always exist but can be cultivated and facilitated through local community development initiatives.

This plenary presentation will explore the theoretical and research literature around community, community development, and collective responses to crisis. It will also highlight current debates around effective

community engagement and partnerships with formal response structures. Lastly evidence from practice will be presented to highlight examples of active, engaged communities that have navigated crisis mitigation. From these, implications for programs, policy, and future research will be presented.

Prof. Marthinus Stander Conradie - University of the Free State, South Africa

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Marthinus Stander Conradie holds a PhD in critical discourse analysis and inferential pragmatics from the University of the Free State (South Africa), where he is currently employed at the Department of English. His research interests are grounded in discourse analysis and critical race theory, which he has applied to examine everyday political argumentation, the construction of race and racism as well as whiteness. His publications include analyses of South African students' online discussions of personal experiences of racial discrimination and micro-aggressions on university campuses, citizens' online deliberations via asynchronous news forums, as well as media depictions of Africa in print advertising.

Permission to share what they think about racism: Tutors reflect on encounters with students

Introduction

Impelled by critical race theory, the principal aim of this study is to trace the discourses emerging from individual interviews with university Tutors as they reflect on their pedagogic experiences with first-year students. Specifically, these Tutors reflect on their responsibility to familiarise students with conceptualisations of racism as structural, in the context of an introductory module in literary studies.

Methodology

Relying on individual interviews as a method of data collection, and on established discourse analytic frameworks, this study maps the meaning-making practices that Tutors mobilise to explore the obstacles and successes that characterise their interactions with students. A discourse analysis of individual interviews can contribute to CRT given that these Tutors engage small groups of students in a pedagogic context designed to stimulate active learning about racism.

Results

The results focus on the observation that all Tutors devoted considerable time discussing an unforeseen measure of reluctance from students racialised as black during discussions of systemic racism. The psychoanalytic concept mentalisation is used to explore how Tutors engage different modes of mentalisation as they account for this observation. Using this same concept, attention is also devoted to Tutors' capacity to reflect on their own intersectional positionality.

Keywords

Critical race theory, systemic racism, university students, higher education, literary studies.

Plenary Sessions

Prof. Darrick Smith
Educational Leadership University of San Francisco, USA

Darrick Smith is currently an Associate Professor of Educational Leadership in San Francisco, California. Dr. Smith's course load includes requirements for the completion of the Educational Doctorate as well as the California Administrative Credential. Dr. Smith's pathway has led him to consult with a number of colleges and school districts addressing equity concerns in the areas of policy, pedagogy, and leadership. His research interests are culturally responsive discipline practices; equity in the community colleges; critical pedagogy; transformative leadership, and education for social justice.

Anti-wellbeing professional culture at community college. A case study from US

Introduction

In the United States over 40% of undergraduate college students attend community colleges- two- year institutions that focus on basic skills instruction, career and technical education, and transferring students to four-year institutions. "Metro" College students from historically marginalized identity groups are 10-20% more likely than their East Asian-American and White-American counterparts to say their educational goal is completing a 2- or 4-year degree. Yet, these same groups transfer to 4-year colleges at rates that are 19-21% lower than these same groups, even six years after they enrolled. The purpose of this study was to identify and understand key phenomena that contribute to significant equity gaps in the completion data for Metro College. Concerns are specifically located in the realm of racial inequity and matriculation disparities by group that have historically plagued the American higher education system. By identifying critical challenges to communication and accountability the researcher hopes to shed light on the ways in which increased levels of collegiality and Fidelity to institutional protocols can, at the very least, reduce a need for employee and student adaptation in pursuit of academic success.

Keywords: Equity, Completion, Dysfunction, Toxicity.

Research Questions

1. What social, systemic, or pedagogical barriers to completion exist for historically marginalized students at Metro College?
2. How do staff, faculty, and administrators describe their experience with completion efforts at Metro College
3. How do Metro College staff, faculty, and administrators suggest completion efforts be improved at Metro College

Theoretical Framework

Utilizing an organizational systems approach the researcher seeks to specifically target dynamics of organizational dysfunction (Carroll, 2016; Kahn & Rouse, 2021; Van Fleet & Griffin, 2006). Special attention will be paid to particular research on organizational behavior and associated forms of toxicity (Gabriel, 2005; Walker & Watkins, 2020). Through this lens the researcher seeks to identify employee coping mechanisms, alternative behaviors, and "auxiliary routines" (Kahn & Rouse, 2021) that may contribute to any institutional dysfunction, and in doing so, serve as a hinderance to student matriculation and completion.

Methodology

This is a qualitative study. All data will be coded, indexed, and analyzed in order to identify significant themes regarding systems efficiency and organizational behavior in accordance with the principles in embedded in grounded theory (Charmaz, 2006; Corbin & Strauss, 2015; Glaser & Strauss, 1967). Using an ethnographic interview method (Skinner, 2013; Westby, 1990), interviews are to be conducted with 50 faculty, staff, and administrators in 60-90 minute intervals.

Preliminary Results: Data suggests that there are severe structural flaws in the institution regarding issues of communication and supervision. Collected materials point to significant policy shifts during collective bargaining agreements and changes in executive leadership. Particular changes have led to an absence of supervision and management practices regarding faculty performance and standards of collegiality. Such instability is assumed by staff, administrators, and faculty to have led to alternative and auxiliary coping mechanisms manifested by students and employees alike. Data suggests that such issues can explain significant institutional problems that directly impact student matriculation.

Prof. Dr. Lieve Bradt
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Lieve Bradt is a Professor of Social Pedagogy at the Department of Social Work and Social Pedagogy at Ghent University. She teaches social pedagogy on the Master's programme of both Social Work and Educational Sciences and Social Welfare Studies on the Bachelor's programme of Educational Sciences. Her research is mainly focused on processes of social inclusion and exclusion of young people and the educational mandate of pedagogical and social work practices.

Prof. Rudi Roose
Ghent University, Belgium

Rudi Roose is currently a Professor of Social Work at Ghent University, at the Department of Social Work and Social Pedagogy. He has studied Educational sciences and Criminology. Before he joined the university, he worked with people with disabilities and in a child protection unit, both as a care worker and as a manager. He teaches amongst others social work theories and youth care. His research is focused on the question how social practitioners can develop social just practices in a context driven by managerial ideas.

Lessons learned. Research findings from the EU-funded project EDUCATORE: End of Disaster Undoing Crisis: Active Tutors Open to Reflective Education

The project aims at building resilience, reflexivity and supporting the emotional needs of teachers and learners to foster social inclusion and combat adverse effects of isolation and strain during COVID-19 pandemic. We applied for this project because we believe we can contribute to making a difference in the situation of teachers and learners, by strengthening resilience, reinforcing competencies for a (post)crisis context, and supporting the well-being of teachers and learners, which importance is now at the forefront of the educational processes and support services. Using CAWI and online surveys, as well as in-person events to collect observations and reflections from participants, we have gathered evidence of the challenges faced by students and learners and how facing these challenges can be supported in order to foster well-being and resilience. We used a mixed-method approach, mapping the needs and the proposed solutions, that we tested during training events. The overall findings suggest that self-awareness, self-reflection, and empathy may contribute to the building of resilience and well-being in the face of a crisis. Moreover, maintaining a sense of community, meaningful social relations, and learning relaxation techniques and coping mechanisms are the set of skills enhancing the overall feeling of hope and coping with difficulties.

Group Sessions

1.Session: **EDUCATORE SESSION - Wellbeing and resilience in education, health service and social work**
Chair: *Prof. Camille Brandt - Dr Krystyna Heland Kurzak*

Day 1
13.00-14.30

Author	Affiliation	Title of the presentation
Julien-Ferencz Kiss, Florica Ortan	University of Oradea, Romania	*Differences between urban and rural environments in educational resilience manifested during the COVID-19 pandemic in Romania*
Seran Demiral	Istanbul Arel University; Turkey	*Resilience in virtue of arts-based practices: How Turkish youth get through the challenges*
Shkurenko Nataliia	University of Educational Management, NAES of Ukraine, Kyiv, Ukraine	*Theoretical bases of forming of stress resistance for students in crisis situations*

14.45-16.15

Magdalena Mouralova	Charles University in Prague, Faculty of Social Sciences, Czech Republic	*Principles of resilience and well-being in school culture during Covid-19 pandemic*
Guillermina Jasso	New York University, USA	*Schooling and Happiness: Theoretical Analysis and Testable Implications*
Valentin Cosmin Blandul	University of Oradea, Romania	*Developing the Resilience Skills of Teachers by Non-Formal Educational Strategies*

Day 2
11.15-12.45

Andrea Jover Pujol	Universitat Autonoma de Barcelona	*Trajectories of Wellbeing in adolescence under the child protection system: public interventions and inequalities*
Nancy DiTunnariello	St. John's University, New York, United States	*Assessing the needs of our students: Using a four-year course cycle to increase well-being*

Florina Pop	University of Oradea, Romania	*Promoting the wellbeing in the educational environment through the use of non-formal activities*
Ravi Kumar	Department of Sociology, South Asian University, New Delhi	*Politico-Pedagogical Functions of Humour in South Asia: A View from India (distributed paper)*
Sabina Zalewska	Independent Researcher	*Mental health and wellbeing of children in the context of harmony of family and work life. Analysis of therapeutic experiences (distributed paper)*

13.30-15.00

Michael Brown, Lynne Marsh	Queen's University Belfast	*Social inclusion of children and young people with an intellectual and developmental disability considering well-being and resilience for parents and professionals*
Mahesh TS	Prasanna College of Ayurveda, Karnataka, India	*IMPORTANCE OF HEALTH IN IMPARTING QUALITY EDUCATION A REVIEW (distributed paper)*
Javier Herruzo	Universidad de Córdoba, Spain	*Resilience as a protective factor for Problematic Internet Use*

2.Special Sessions: Practitioners confront Academia: cutting across western-centric methodologies

Chair: *Dr Cecilia Zsögön - Dr Ewa Dąbrowa*

Day 1
13.00-14.30

Author	Affiliation	Title of the presentation
Racheal Namusisi	Save the Children Deprived of Liberty Kakomo-Gomba, Mpigi, Uganda	*Assessing the challenging task of selecting an appropriate gender grouping for a deputy to an officer in the hierarchy of an organization*
Ibukun-Oluwa Fasunhan	Centre for Socially Engaged Theatre / University of Regina, Canada	*Racism and Policing: Engaging Black Lives and Performative Interventions in Canada*
Chukwudumebi Augusta Egbosiuba	Sapienza University, Italy	*Shaping society nexus through non formal education in times of crisis (distributed paper)*
Isaac Fierro	Universidad del Desarrollo, Chile	*Trust in Schools in Chile: Bridging policy(makers) and practitioners*

14.45-16.15

Salvador Rivas	Luxembourg Centre for Educational Testing (LUCET) University of Luxembourg	*WORRIES AS SIGNALS OF COMMITMENT: Reflections from University of Luxembourg Students in the Time of COVID-19*
Xi Chen	Institute of philosophy and sociology, Polish Academy of Sciences	*A Foucauldian Analysis of Children, Early Childhood Education, and Human Capital*
Luba Kozak	(Summer School) University of Regina, Saskatchewan, Canada	*Ethically Studying Pet Culture in Art: Using Ethics of Care in Pedagogy*
Cecilia Zsögön	Maria Grzegorzewska University, Poland	*Covid-19 learning losses in Latin America: is it too late to (re)build resilient and inclusive education systems?*

Day 2
11.15-12.45

Onyekachi Peter Onuoha	(Summer School) University of Calabar, Calabar, Nigeria	*DIMENSIONS OF GENDERED EDUCATION,I & SOCIAL MEDIA THERAPY IN SELECTED OVULARIAS FACEBOOK POSTS*
Yohanna Waliya	(Summer School) University of Calabar, Calabar, Nigeria	*Technodiscursive analysis of ludo-interactive twitterature (distributed paper)*
Gonzalo Hidalgo-Bazan	(Summer School) University of Bristol, UK	*"Giving a good education" in an education market system: Education quality in the parental narratives of school choice and schooling in Chile*

13.30-15.00

Mark Juszczak	St Johns University, New York, USA	*The Center-Periphery Axis in Global Higher Education: Ranking & The Case of Eastern Europe (distributed paper)*
Kinza Alizai	(Summer School) University of North Texas, Denton, USA	*The Effects of Global Warming on Maternal Mortality Rate of Afghan Refugees, A Case Study of Sibi, Pakistan*
Jessica Kristin Nowak	(Summer School) University of Bialystok	*The educational process of juveniles in correctional institutions: Reflections about the educational realities and the well-being of student*
Patrick Kiwanuka	Feed Children with Disabilities International, Uganda	*Psychological welfare after Covid-19 in Uganda*

3.Session: **Sociology of Education and Social Pedagogy**
Chair: *Prof. Anna Perkowska-Klejman - Prof. Eva Gonçalves*

Day 1
13.00-14.30

Author	Affiliation	Title of the presentation
Agnes-Rozsa Santha	Sapientia Hungarian University of Transylvania, Romania	*Social inequalities and gender differences in computational thinking among university students at the Sapientia Hungarian University of Transylvania*
Julianne Gerbrandt	University of New Brunswick, Canada	*Learning mathematics in French immersion: Not for everyone?*
Marta Curran Albert Garcia, Susana Vazquez Cupeiro	Universidad Complutense de Madrid, Spain	*How to reduce educational inequality? Dilemmas and contradictions in the ontology of educational policies in the Spanish context*
Sara Gil Morales	Universitat Autonoma de Barcelona, Spain	*I want to follow their legacy. Privileged students imagined futures, aspirations, heritage, and sense of duty*

14.45-16.15

Author	Affiliation	Title of the presentation
Agnieszka Bzymek	Polish Naval Academy, Faculty of Humanities and Social Sciences	*Biographical experiences of resilience in the late adulthood*
Renata Marinela Pop	University of Oradea	*The role of schools in facilitating the social inclusion of pupils with SEN*
Michal Gulczynski	Bocconi University	*Where and why has the reversed education gender gap in tertiary education grown the most?*
Alicja Ryczkowska	Pedagogical University of Cracow	*Positive mood induction through music: The significance of listener age and musical timbre*

Day 2
11.15-12.45

Author	Affiliation	Title of the presentation
Maria Eugenia Cardenal; Sara Maria Gonzalez; Octavio David Diaz	Universidad de Las Palmas de Gran Canaria, Spain.	*Enrollment characteristics in access to Higher Education pre- and post- Covid. Continuities and changes.*
Ciprian Simut	University of Oradea, Romania	*Education for Sustainable Development and the Integration of SDG 4 from the Perspective of Sociology of Education*

Daniel Gerbery Roman Dźambazovič	Department of Sociology, Faculty of Arts, Comenius University in Bratislava, Slovakia	*Schools' curricula and inclusive attitudes of students: what kind of relationship?*
Jan P. Galkowski	University of Rzeszow, Poland	*Listening to transgender and non-binary members of academia*

13.30-15.00

Claudia Chovgrani	Akademia Pedagogiki Specjalnej im. Marii Grzegorzewskiej	*The practice of intercultural education in the context of the activities of Warsaw preschool teachers*
Katarzyna Soszyńska	Akademia Pedagogiki Specjalnej im. Marii Grzegorzewskiej	*Climate Change and Sustainable Development Education in Poland*
Barbora Pliskova	Univerzita Tomáše Bati ve Zlíně, Czech Republic	*PRESCHOOL TEACHERS CHALLENGES IN CARE AND EDUCATION OF CHILDREN WITH CHRONIC HEALTH CONDITIONS*

4.Session: **Sociology of education, conflicts and mobilities**
Chair: *Prof. Jannick Demanet - Prof. Adriana Aubert Simon*

Day 1
13.00-14.30

Author	Affiliation	Title of the presentation
Magdalena Lemańczyk	Institute of Political Studies, Polish Academy of Sciences, Poland	*Speechless language education (?). When children of the German minority in Poland are hostages of interstate relations.*
Oleksandr Khyzhniak Larysa Khyzhniak	Centre for International Cooperation, Vrije Universiteit Amsterdam, Netherlands	*The Attractiveness of Education at European University for Ukrainian Students During the Russian-Ukrainian War (on the example of the Vrije Universiteit Amsterdam)*
Sanja Petkovska	Institute of Criminological & Sociological Research, Belgrade, Serbia	*Citizenship Education in Post-conflict Societies*
Đurđica Degač	University of Zagreb	*Reasons (for wanting) to leave. A qualitative study exploring the intention to leave the teaching profession in Croatia*

14.45-16.15

Dagmara Moskwa	Institute of Political Studies Polish Academy of Sciences, Poland	*The Second World War in Russian History Education after 2000. Theory vs. practice*
Adriana Albuquerque	Iscte - University Institute of Lisbon	*Going through it? School-effects on the primary school trajectories of Afrodescendants in Lisbon*
Agnieszka Balcerzak	Institute for Cultural Analysis and European Ethnology, Munich	*#sexedpl or Education at the Heart of an Ideological War. Bottom-up Educational Formats on Sexuality and Reproduction in the Current Polish Context*

Day 2
11.15-12.45

Antigoni Alba Papakonstantinou	National and Kapodistrian University of Athens	*Humanitarian studies: Reasons for enrollment and students' expectations*
Anna Baczko-Dombi	Faculty of Sociology, University of Warsaw	*Transition from teaching to learning. Lessons learned from the process of MOOC creation on the basis of the ACTISS project*
Jane Arnfield	Northumbria University, Newcastle	*Ten To Ten*
Gözde Okcu	University of Education Freiburg, Germany	*A conceptual overview on life skills education*

13.30-15.00

Tamara Mkhitaryan	NIU Higher School of Economics	*Parental choice of educational path: why are there so few girls in STEM?*
Dominika Kuna	SWPS (Warsaw)	*The right to education - equality of opportunity or equality of outcome? The problem of inclusive education*
Zafer Çelik	Ankara Yildirim Beyazit University	*Overcoming the Obstacles: How did disadvantaged immigrant students achieve to finish high school?*

Group Sessions - Abstracts

1.EDUCATORE SESSION - Wellbeing and resilience in education, health service and social work

Session Chairs *Prof. Camille Brandt - Dr Krystyna Heland Kurzak*

1. Julien-Ferencz Kiss, Florica Ortan
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Differences between urban and rural environments in educational resilience manifested during the COVID-19 pandemic in Romania

The challenges during the COVID 19 pandemic were significant in the educational environment in Romania. From the implications of moving to online didactic activities to the lack of social contact, they all left their mark on both teachers and students. If initially the major concerns were in relation to the way of organizing education in a digital context, gradually problems also started to appear regarding the well-being shown by all those involved in school activities. In this article, we will try to highlight the differences recorded between the urban and the rural environment in relation to the management of some aspects of school activities. 143 teachers participated in the research, actively involved in the process of improving school performance in the environments in which they work. The results indicate a difference between the urban and the rural environment and highlight a need to approach problems differently, especially in relation to the allocation of resources and the adaptation of intervention strategies.

2. Seran Demiral
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Resilience in virtue of arts-based practices: How Turkish youth get through the challenges

Educational settings have become more challenging due to the conditions of the contemporary world in the middle of troubles from economic crisis to post-covid impacts. Every drastic change has the potential to bring other possibilities out, as online education has opened ways to build brand new networks through digital spaces. Likewise, the limitations of the conservative education system also cause students to reconsider the aims and consequences of education and how they can transgress the limits of traditional education in school environments in order to see its reflections on their everyday lives. As witnessing the revolt of young people and their critical perspectives on universal problems, youth activism might help educators and policymakers in educational settings to develop new understandings of innovative pedagogies and the practical activities of young people.

In this frame of the possibilities of new pedagogical understandings considered with youth, this paper raises the question of how everyday practices of young people outside the school education affect their knowledge improvement and support the well-being of high-school students in Turkey through arts-based expressions of

youth, including music and literature production. Cooperating with a 15-year-old high-school student and a young musician who defines herself as a feminist and activist, we have conducted participatory action research. This young person interviews her friends interested in music, arts and literature about their opinions and knowledge of universal political circumstances, as well as their points of view on different concepts as the researcher.

The field study took a start in a private high school in Ankara, the capital of the country, and the common characteristic of the participants has been their willingness to make a change for social justice through their arts-based experiences. As the preliminary results of young people's attitude towards politics, Turkish youth, surviving in a troubled and mainly polarized society for years, learn in their everyday resilience in the changing conditions of the political and ecological settings. Hence, the research focuses on the resilience development of young people in the face of the possible crisis in Turkey and aims to reveal their motivation to produce strategies to cope with the challenges in educational, ecological and political settings.

3. Shkurenko Nataliia

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Theoretical bases of forming of stress resistance for students in crisis situations

Introduction

At the moment, the problem of psychological crises attracts more and more attention, since emergency situations significantly affect the entire population without exception. Global pandemic COVID-19 with significant quarantine restrictions, transition to a new form of educational process of distance learning (online education), lack of direct communication between students, information and emotional stress, led to the fact that students increasingly began to fall into crisis situations that significantly influenced the usual move their life, changing the attitude to the world and themselves. Subsequently, a new crisis situation, namely the introduction of martial law in Ukraine from February 24, 2022, and in fact, the war, which is experienced by all Ukrainian society, only worsened the psychological state of students. Consequently, not having time to free themselves from significant quarantine restrictions, Ukrainian students joined evens more severe restrictions on martial law. The military situation in combination with pandemic COVID-19 is the basis for strengthening the severity of public health through mental disorders. Studies have shown that war influence to the psychological resistance of students: 64.7% - difficult to endure stress with the outbreak of war, 23.5% is moderate and only 5.9% of students feel stress sometimes.

Methodology

Having analyzed the existing methods of research on the formation of stress resistance, we used a questionnaire developed by us, which contains questions on various aspects of the impact of stress on the mental state of students during martial law and crisis situations. To assess stress resistance and social adaptation in various crisis situations, we used techniques for determining the level of stress resistance [7], and the test for determining the level of stress.

Preliminary results. Our study of students during the war showed that they are characterized by high mental tension, the presence of distress caused by a significant number of stressful events. The study also revealed a decrease in motivation to study. In order to preserve physical and mental health, students must have the ability to think adequately and continue their studies, which largely depends on the emotional endurance and adaptation potential of the individual. However, the emotional stress that is constantly present due to uncertainty, air alarms, the sounds of explosions, the need to go to shelter, watching the news and, worst of all, the sad news of civilian deaths, significantly affects mental health and overloads the nervous system. Under

such conditions, the psychological state of students are at a critical level, when the basic need for safety is not satisfied, there is a constant state of tension and expectation of something unknown. For this, it is necessary to develop stress resistance in students, as the ability to counteract stressful situations, calmly and adequately react to them.

Conclusion

The formation of stress resistance in students should be associated with the search for resources and resources necessary to counteract stress and overcome their consequences. Our research in this direction is promising and are studying atypical stress among students in conditions of martial law, crisis situations, with the further development of a comprehensive psychological program for the formation of stress resistance in students in various crisis conditions.

4. Magdalena Mouralova

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Principles of resilience and well-being in school culture during Covid-19 pandemic

Introduction

The COVID-19 pandemic in 2020 and 2021 has presented an unprecedented crisis for schools around the world (Kaul et al. 2020) and brought new challenges to school communities. The paper focuses on the role of school principals and especially on their management of emotions within the school community during this period. The research is driven by the following research questions: How did school principals manage their own emotions and emotions of other people within the school community (teachers, pupils, parents, other staff) in times of covid-19 crisis? What did they offer to and demand of people in the school? How has the pandemic experience influenced the response to the refugee crisis? How has the pandemic experience been projected in the school climate and how have the principles of well-being and resilience been incorporated?

Theoretical framework

The paper follows the scholarship reflecting the emotional dimension of public policies (DurnovĂ 2019, Pain & Steaheli 2014) in the times of Covid-19 pandemics (compare Jupp 2021, Weible et al. 2020). It applies it to the case of school principals, who are seen as street-level bureaucrats (Lipsky 2010) and makers of school micropolicies (Palkovitz, Christiansen & Dunn 1997; Kelchtermans, Ballet 2002; Blase 1998), who transform national regulations to school reality, re-create school norms and manage emotions and expectations of people in and around the school (Oplatka & Crawford 2022; Harris & Jones, 2020). The research on school principals and their experience of COVID-19 era (e.g. Kaul et al. 2020, Palau 2021, Reid 2022, Arar et al. 2022) will be followed as well.

Methodology

The research is based on qualitative data from two focus groups (14 participants) and ten individual interviews with school principals from the Czech public schools at the level of compulsory education executed in spring and summer 2022. Legislative, advocative, strategic and methodical documents on the national and local level are used as supplement data.

Preliminary findings

Management of emotions within the school community: well-being of pupils and their parents is accented on the one hand and the resilience of teachers and other staff on the other hand; principals trust to teachers to be able to manage the crisis on their own and appreciation for it predominant culture of not-sharing-emotions among teachers within school Management of principals own emotions, selfcare strong accent of resilience, high emotional regulation, principals as professional crisis managers who love challenges and solving

problems; own well-being: individual coping strategies (physical activities like exercises, jogging; gardening); health problems, both mental and physical.

Keywords: school principals, emotion management, street-level-bureaucrats, covid-19 pandemic, school micropolicies, well-being, resilience.

5. Guillermina Jasso

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Schooling and Happiness: Theoretical Analysis and Testable Implications

Introduction

How do children develop their highest potential? How do child/parent/teacher behaviors and family/school practices combine to advance child well-being and resilience? To address those questions, we build on a theoretical framework which begins with individuals possessing quantitative and qualitative characteristics, facing three middle-range behavioral engines – status, power, and justice (including reference-dependent processes, such as self-esteem and relative deprivation) – found in small or large groups, and possibly fracturing by qualitative characteristics like race and gender. Because the current understanding of status notices ranks only, this approach leads to five types of societies -- justice-materialistic, justicenonmaterialistic, status, power-materialistic, and power-nonmaterialistic (1-4,8). The foundation can be traced to Plato and Aristotle, who proposed that different people seek happiness in different ways thus building different kinds of societies. These "different ways" may be thought of as justice-vs-status-vs-power and magnitudes-vs-ranks. The task of this paper is to derive testable implications from the theoretical framework, to characterize them (e.g., novel-vs-nonnovel), and to prepare them for test (via both existing effects/relations and new empirical work).

Methodology

In the theoretical component, we specify two models for children, inside and outside the classroom (required to work on particular activities versus free to choose their activities – called "captive" and "free" groups). This approach leads to derivation of many testable empirical predictions, some novel, some not. For example, previous analysis of gifts/bequests yields the prediction that "inheritance tempers grief" – nonnovel, as it was intuited as early as Cervantes in Don Quixote. It also yields the novel prediction that parents of two+ nontwin children will spend more of their toy budget at an annual giftgiving occasion than at the children's birthdays. Further cases to be analyzed include students transferring from one classroom to another (and, say, coming in at variable levels of achievement) or immigrants arriving into existing classrooms (with possibly two streams of immigrants, high and low achievers).

Initial Theoretical Results and Plans for Empirical Research

The theoretical analysis will yield a set of testable predictions. The empirical tests will shed light on the state of nature. Predictions already derived and to be tested – via both effects already known and new research (5-7, 9-10) -- pertain to the effects of valuing cardinal versus ordinal goods on free groups and free-group size, the probability of admitting new members, and disruption when a member leaves, as well as the use of bargaining in free groups and voting in captive groups.

Keywords: well-being/happiness/satisfaction; personal quantitative and qualitative characteristics; justice/status/power; inside-classroom (captive) and outside-classroom (free) groups; bargaining and voting models.

6. Valentin Cosmin Blandul

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Developing the Resilience Skills of Teachers by Non-Formal Educational Strategies

Introduction

In recent years, the Romanian society and, equally, the international one has undergone an extremely complex period against the background of numerous challenges with which it was forced to face. Most of the time, society has been trapped somewhat insufficiently prepared for changes of such magnitude, being forced to improvise solutions that sometimes proved to be effective and sometimes requiring to be adjusted. Education was one of the most affected areas by the transformations of recent years, and the signal that the school has transmitted to the community was an important landmark in developing its members.

Theoretical framework

Educational resilience represents the ability of students and teachers to readjust to a new normality after going through experiences with a strong emotional impact. Educational agents demonstrate the possession of resilience skills when they manage to set realistic goals in accordance with the new educational context, respectively to pursue their fulfillment in an adequate manner.

Research question

in this paper, we propose to analyze, from a theoretical point of view, a series of strategies specific to non-formal education by which teachers can develop a series of resilience skills that allow them to optimally adapt to the challenges of the contemporary world.

Methodology and results

In this sense, the Training and continuous professional development program "TopFormalis Friends Club" was implemented, the purpose of which was to increase the professional level of teaching staff through extracurricular activities, which lead students to the knowledge of national scientific and cultural values and international. The obtained results demonstrated that when they are involved in their own training, teachers can adapt much better to the challenges generated by education in constant change.

Key-concepts: educational crises, non-formal strategies, resilience skills, teacher training.

7. Andrea Jover Pujol

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Trajectories of Wellbeing in adolescence under the child protection system: public interventions and inequalities

Well-being of the students is essential for the development of successful educational trajectories (Tarabini, Jacovkis, Montes and Llos, 2021) and that it is a key element for guaranteeing social justice in education (Tarabini, 2022). Specifically for Children in Care, Services for Child and Adolescence in Care (SEAIA) have the obligation to guarantee children's rights and to promote their well-being. Nevertheless, children under the protection system show lower levels of wellbeing than the general population of the same age (Stein i Wade, 2000; Llosada, Montserrat i Casas, 2015).

This research explores the trajectories of subjective wellbeing (SWB) of adolescents who are under the public protection system. The aims of the investigation are to inquire about the levels of children's wellbeing and to analyze the disparity of wellbeing trajectories of a population that is under the same umbrella to discover what makes this disparity possible and to highlight the importance of social policies and public interventions. This is a case study of one catalan Care Team of Children that uses a sequential-mixed method. From the universe of adolescents who answered the wellbeing questionnaire [N=271] is selected a sample [N=26] to

make semistructured interviews. These are carried out accompanied by a Life Satisfaction Graph and they allow us to situate when the SEAIA intercepts in children's lives and how it impacts on them. Furthermore, this qualitative phase allow us to go deeper into the factors that affect their wellbeing. The results show six typologies of well-being trajectories built using the mixed method. These typologies are defined according to the level of SWB at the time of the interview and the trajectory experienced of SWB since the SEAIA appeared in their lives. They reveal an important disparity of trajectories: while in some groups SEAIA manage to promote their well-being, aligning all the social and educational agents, in other trajectories they reproduce situations of discomfort and even multiply them. Understanding that children are participating subjects of the society and leading agents with the right to express their opinion on everything that affects them, the study has a special relevance as it contributes to the limited academic lines focused on child's wellbeing (Pollard and Lee, 2003; Casas, 2015; White, 2009; Kay and Tisdall, 2015) and it makes contributions as a research that legitimizes and makes visible the opinions, thoughts and feelings of a social group in a situation of vulnerability that has been historically silenced (Young-Bruehl, 2012; Stein, 2005).

Keywords: Wellbeing; child protection system; inequalities; public responsibility.

8. Nancy DiTunnariello

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Assessing the needs of our students: Using a four-year course cycle to increase well-being

Introduction

In August of 2022, St. John's University in Queens, New York, announced they would be closing their Staten Island campus directly following the spring of 2024 due to steady decreases in enrollment for decades that were the result of many factors and exacerbated by the COVID-19 pandemic (Miller, 2022, para. 10). This campus was notably utilized as a temporary location for some university programs (examples: Advertising and Tv/Film) requiring students transfer to the main location in Queens, New York. During these cycles, retention within certain programs remained a problem affecting enrollment numbers for some programs. For example, a student would enroll in the Public Relations program on the Staten Island campus and would either transfer into the English program or change their major to Communication Arts because both English and Communication Arts degrees could be started and completed on the Staten Island campus. These transfers also affected the types of courses offered due to course cancellations because of low enrollment. In these situations, some (particularly adjunct faculty) were left without work late in the semester cycle. Repetitive course cancellations often led to adjunct faculty choosing to secure jobs at other universities.

Research Rationale

Universities with multiple campuses face a similar struggle, especially due to the predicted decrease in overall college attendees (Dickler, 2022). To strengthen retention during the first two years to ensure a smoother transition to the main campus and assist with decreasing student and adjunct faculty anxiety and well-being, it would be beneficial for programs to have organized four-year course cycles. Due to the common aforementioned scenarios, the following research question is posed:

RQ: How can a structured four-year schedule of courses assist in the wellbeing of students and faculty alike?

Theoretical Framework

This study utilizes Abraham Maslow (1943) hierarchy of needs as a lens to explain how a course rotation cycle will provide a sense of well-being by meeting the psychological needs posed by Maslow.

Methodology

Using an action research approach (Greenwood & Levin, 2007), the author presents a case study (Cousin, 2005) to better assist schools in similar situations.

Preliminary Results

The author proposes a four-year course cycle utilizing school requirements including flexibility in four courses offered as major-area electives. This course structure can be utilized by schools to provide clarity and ease student anxiety, and condensed course offerings to secure and maintain the appointment of adjunct faculty.
Keywords: Action research, course structure, case study.

9. Florina Pop

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Promoting the wellbeing in the educational environment through the use of non-formal activities

The promotion of the wellbeing in the educational environment is a topic that arouses more and more interest in the public space, especially among those interested in promoting a quality educational act, an education that puts people and the relationships between them at the forefront, but also the use of resources rich in interactive, non-formal content, obviously emphasizing communication, creativity and flexibility in thinking. The main purpose of this paper is to demonstrate that through the use of non-formal activities, we can promote wellbeing in the educational environment and, also, we can obtain an effective, integral, balanced educational act with special results for students, both intellectually, as well as regarding their personality.

10. Ravi Kumar

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Politico-Pedagogical Functions of Humour in South Asia: A View from India

Humour may enhance well-being, stress elevation, and positive human relations. Humour as a performance has been studied at length from the prism of its relationship to politics. However, there are fewer works that looks at humour as pedagogy. Pedagogy includes every aspect of an individual as embedded in a socio-economic and political order. This embeddedness brings an individual face to face with diverse sources from which it learns. The paper argues that humour in its different avatars fulfils the purpose of teaching-learning in the same way as any other pedagogical tool. By acting as such it ensures its role as working for the status quo as well as for the anti-status quoists. Humour then ceases to be a mundane experience without any relevance but becomes one of the most sources of consensualisation as well as rebellion in contemporary times.
Keywords: Humour and politics, Critical Pedagogy, Performance and Humour, Politics of performance, Humour as Pedagogy.

11. Sabina Zalewska

Independent Researcher

Mental health and wellbeing of children in the context of harmony of family and work life. Analysis of therapeutic experiences

All people in the world want to be happy. This is a natural human need. The original understanding of happiness in science was limited to its definition as a prosperous life, i.e., a life under the care of the gods. Another understanding of happiness, already known in ancient Greece, was thinking about it as pleasure experienced continuously and constantly. In eastern philosophical teachings, happiness is nirvana - eternal

happiness. Happiness has been and still is the goal and desire of every human being. It lies in the nature of humanity. However, philosophers throughout history have differed significantly in their understanding of what this goal consists of. For Plato, it was the knowledge of ideas, especially Beauty and Goodness. For Aristotle, it was fulfilling the function assigned by rational human nature, including walking the path of the "*golden mean*." For others, it was Stoic peace or opening up to God - especially in the Middle Ages. What was common to all concepts of happiness was the belief that it leads to moral, rational, and willpower-based life. There are many factors that make it difficult for a person to achieve happiness. One of them is living in a hurry. A person falls into this trap if they want to possess too much. Often, they start to consume and do not notice that they are consuming instead of living. They lack time for themselves and their loved ones. It is difficult for them to nurture friendships and family relationships. However, when they reflect on the situation, they realize that to find inner balance, they must make room for things that are truly important to them. This can only be achieved by eliminating from life what is unnecessary and thus returning to the path towards happiness.

Keywords: Wellbeing, happiness, therapy, experiences.

12. Michael Brown, Lynne Marsh, et al.

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Social inclusion of children and young people with an intellectual and developmental disability considering well-being and resilience for parents and professionals

There have been major improvements in the education and health and social care and support of children and adults with disabilities over recent decades, with a focus on equality and inclusion. There have been many developments in the education, care and support of people with intellectual and developmental disabilities, including children and young adults. These developments have resulted in the increased visibility of people with intellectual and developmental disabilities as equal members of society. Yet despite the positive and necessary developments in the lives of people with intellectual and developmental disabilities, challenges regarding their social inclusion within society continue.

The aim of this Erasmus+ project is to draw together international and national resources that will assist educators in education, health, social care and other disciplines to plan and develop the content of education programmes. include and reflects the needs of children and young adults with intellectual and developmental disabilities experiencing mental health concerns and behaviours that challenge services. 8 universities from 6 countries take part in supporting professionals and parents working with children and young adults with IDD providing resources and practice-based knowledge to enhance the well-being and resilience of thereof.

As a result of developments in medical technology and improvements in health and social care services, the number of children and young adults with intellectual and developmental disabilities is increasing, with rising life expectancy. There is therefore a growing population of children and young adults with intellectual and developmental disabilities, many with 'complex' needs living into adulthood. Changes and developments in policies, aimed at supporting the equal inclusion of children and young adults with intellectual and developmental disabilities have brought about equal rights to education, community inclusion and participation within wider society. Yet for some children and young adults with intellectual and developmental disabilities, particularly those with the most challenging and complex education, care and support needs, there remain challenges to enabling their social inclusion within society. Many children and young adults with intellectual and developmental disabilities and complex needs have, for example, physical, mental health and behavioural needs. Physical health conditions are common and require access to the full range of health

services to meet their needs. There is an increasing number of children and young adults with intellectual and developmental disabilities with mental health concerns and behaviours that challenge services. As a consequence of their additional needs, many of these children and young adults require access and support from specialists in education, health and social care. To ensure their needs are effectively identified and addressed now and, in the future, there is a need for professionals from education, health and social care services to work together.

Project page: https://siidd.eu/, Co-funded by EU under Erasmus+ 2019-1-SE01-KA203-060425. Project title: Removal of barriers to social inclusion and social participation for children and young adults with intellectual and developmental disabilities

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IMPORTANCE OF HEALTH IN IMPARTING QUALITY EDUCATION A REVIEW

Education is the method of imparting knowledge in a systematic method to achieve certain knowledge, develop skills, etc. through proper understanding, rationality, kindness, and honesty. It also helps in development of character traits, individual rationality for a given situation, append mutual co-existence leading to the development of a healthy social structure and civilization as a whole. It involves various stakeholders like student, teacher, parents, society and the country as a whole who are benefitted in various levels. A quality education is only possible when there is proper quality of life where the health management plays an important role. Theoretical Framework: Presently due to altered lifestyle and stressors the very values of life is compromised leading to disruption of phycological and physical health. Hence there is a need for a holistic approach that caters the health needs of the individual involving mind, body and lifestyle rather than just treatment of disease. Ayurveda being a holistic science emphasizes proper health maintenance rather than just providing relief from diseases. Its principles, methods and procedures ensure total health to individual who are part of the education system too.

Rationale for the study: The study tries to explore the various principles, methods and procedures of Ayurveda that help to improve, promote and establish health leading to improved quality of life so as to aid in the propagation of quality education.

Methodology: The research will explore the causes for various problems concerning the stakeholders of today's education and then explore the literatures available that provide information regarding research and authentic references on principles, methods and procedures of Ayurveda that can be possibly used to uplift the healthy status of these stakeholders so as to improve efficiency and impart quality education.

Preliminary Results: Clinically, the adoption of food and lifestyle in line with the principles of Ayurveda have helped many people in improving the quality of life. An improved quality of life has always resulted in greater productivity and efficiency which can be applicable in the ensuring quality education too.

Keywords: Education, Health, Ayurveda, Social system, Quality of Life.

14. Javier Herruzo, Carlos Herruzo, María J. Pino, Antonio J Sánchez-Guarnido

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Resilience as a protective factor for Problematic Internet Use

Problematic Internet use (PIU) has become an issue of social concern, especially in recent years. One of the factors that can influence the likelihood, evolution and persistence of PIU is personality. Previous studies have associated PIU with several different personality traits, albeit with a high degree of variability and sometimes with contradictory results. An alternative to the study of traits that can help to resolve these contradictions is the analysis of personality patterns. Previous research has shown how certain patterns such as "resilience" have a protective role for various mental disorders whereas "undercontrolled" and "overcontrolled" influence vulnerability. However, research on the relationship of these patterns to the UPI is still insufficient. The aim of the present study was to analyze the relationship of personality prototypes ("Resilience", "Undercontroled", "Overcontroled") with PIU. Methods: An ex post facto prospective cross-sectional design was used in which 1,386 Spanish university students (68.7% female and 31.3% male) were surveyed using NEO-FFI-R (short version of NEO-PIR Big Five Personality Inventory) and IAT-12 (Internet Addiction Test, Spanish short version). Results: It was found that the resilient group obtained significantly lower scores than all other groups in both the main scale and the subscales. The under-controlled and brittle groups scored significantly higher than unclassified individuals. The over-controlled group also scored significantly higher than the unclassified group in "Salience and Neglect of Social Life" but not in the other scales. Discussion and Conclusions: A brittle personality was found to have a negative influence on all areas associated with PIU. An under-controlled personality also has a negative influence, but this may be more related to the difficulties associated with impulsivity and time control, while an over-controlled profile will have a greater influence on social problems. A resilient personality would act as an overall protective factor.

2. Special Sessions: Practitioners confront Academia: cutting across western-centric methodologies

Session Chairs *Dr Ewa Dąbrowa - Dr Cecilia Zsögön*

1. **Racheal Namusisi**
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Assessing the challenging task of selecting an appropriate gender grouping for a deputy to an officer in the hierarchy of an organization
Finding a suitable gender / sex grouping to deputize an officer in the hierarchy of an organization currently presents quite a challenging task as this can jeopardize the overall smooth running of the office/organization if not well done. Research has found it, that for a smooth co-existence between any officer of a particular age and sex and his / her deputy, the later should to some extent participate in selection of the latter. This study sought to determine which sex / gender grouping, an officer of a particular sex grouping and age bracket may prefer for a good deputy. In this context the research target group of randomly chosen officers from multiple organizations, was broken down into four groupings; younger females (18 – 35 years), mature females (36 – 65 years) and younger males (18 – 35 years), mature males (36 – 65 years).
Up to 200 respondents from all groupings were asked to give their opinions on the main question of what sex grouping among other attributes they preferred for a good deputy. Analysis of the responses demonstrated that irrespective of own sexual grouping, 95% of all younger officers preferred opposite sex deputies and 47% of the mature officers preferred the opposite sex deputy, in fact these ones never regarded sexual grouping as a vital determinant in this case.
On this basis, it's recommended that both social and business organizations consider the age of an officer in their hierarchy when making a suitable choice of his / her deputy, if the office and hence the organization is to run smoothly. Further research is also needed to assess the extent to which religious grouping is also crucial as this also consistently arose among the responses collected in the study.

2. **Ibukun-Oluwa Fasunhan**
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Racism and Policing: Engaging Black Lives and Performative Interventions in Canada.
Introduction
For centuries, Black people have been subjected to discrimination and racism socially, politically, educationally, and psychologically (Bowser and Charles-Nicolas 2021; Fanon 2008). Canada is not exempt from this discourse, as Black people have frequently been racially profiled under discriminatory laws and the justice system (Johnson and Aladejebi 2022). Despite the attempts to solve racism-related cases by the police, who are saddled with the responsibility of ensuring a safe environment, Canada is still far from having a non-discriminatory justice system (Cotter 2022). Thus, this research is guided by the following questions "To what extent has policing Black lives and racism affected the well-being of Black people in Canada, and how have performative interventions addressed these inequities?"
Theoretical Framework

This article will adopt the Critical Race Theory (CRT) framework to examine the lived experiences of the effects of racism (Bonilla-Silva 2009, Ladson-Billings 1998), and ways transformation can be achieved (Solórzano and Yosso 2023)

Rationale for the Study

While racism and policing Black lives is not necessarily a new phenomenon, the racist-free image Canada paints to the outside world contradicts Black people's lived experiences. Although Gaertner and Dovidio (2005) aptly sum up Canadian style of racism as "contemporary racism" which is worse than what is obtainable in America, including Maynard's (2017) seminal work on policing Black lives in Canada, policing in Canada is still far from being equitable. Acknowledging effects of racism and policing on education and the well-being of Black people (Owen 2016; Williams et al 2022), this research seeks to interrogate recent performative interventions, and how it contributes to the well-being and resilience of Black people.

Methodology

This research will critically examine relevant and related literature on racism and policing as it pertains to Black people in Canada. Using this literature as a backdrop, I will engage in a performance analysis of Omari Newton's performance of "Black and Blue Matters" and Makambe K. Simamba's "Our Fathers, Sons, Lovers and Little Brothers", with the goal of discussing its 'contributions' to the wellbeing of the Black people.

Preliminary Results

The researcher discovers that Black people are not equitably treated due to Canada's discriminatory justice system, which has invariably affected the well-being and education of Black people. It also discovers that "cultural sustaining pedagogies" (Wong and Pena 2017) have not been adopted to a large extent in the performative interventions against racism and policing in Canada.

Keywords: Policing, Black people, Canada, Performance.

3. Mrs Chukwudumebi Augusta Egbosiuba

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SHAPING SOCIETY NEXUS THROUGH NON FORMAL EDUCATION IN TIMES OF CRISIS. PARTICIPATORY OBSERVATION WITH ECOCOMPARTIMOS NGO IN SPAIN (VIDEO PRESENTATION)

Advancing to the 'new normal' educational system especially after the COVID-19 is one of the main challenges that are being faced in our recent societies and will continue to face in the future. The multiple facets of post-pandemic academic experience, an efficient interaction with the educational system and participants are all key to academic based sustainability. Non formal education has often been practiced as a way to support and include the population that haven't had the privilege to attend a formal education or even attend but still need the practical access non-formal education provides, 'A second chance at education'. However, there is still a dearth of studies focusing on how different typologies of non-formal education shape the self-society nexus. This research is intended as a contribution to the relevant literature linking identity-inclusion-non-formal education.

Methodology:

In Working with women and children in Ecocompartimos NGO in Spain I had the chance to observe the importance of non-formal education training activities made available to every participate both women and children, the inclusivity of it all added to their overall personal identity and helped restore the children to their glory days in academics pre-covid, in which some of these children were struggling to get back to. Using an exploratory approach and participant observation, I was able to reflect on my process of immersion in a particular social setting for an extended period of time. During this experience, observations of behaviors and conversation led to my conclusion on how this learning process has proven to be of positive impact to both

the women and children and especially the children that lost their steps and went downhill post-covid in their academics which wasn't the case before pandemic, classes were made available to boost their previous academic standard and practically contributing to reshaping what they forgot along the way that made them lose track in their academics. Preliminary participant observations in this environment indicate that the Non-formal educational activities that I was a part of inspired personal psychologically and socially growth on the individual welfare which are traced from the communication and practical workshops provided and other interpersonal and communication skills that was made available to boost their self-esteem. The findings also suggest that non-formal education support group affiliation and plays a significant role in defining self in the context of personal growth. These preliminary results are of outmost significance because they shed light on how efficient non-formal education can be in reviving children's intellectual journey that was altered along the way due to the long COVID-19 break observed.

4. Isaac Fierro
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Trust in Schools in Chile: Bridging policy(makers) and practitioners

Building trust in education communities requires a triad of government, who must deliver the best plans and programmes for student outcomes; teachers, who implement the programmes; and parents, who collaborate with the school by sending their children to school and providing the required support (IADB 2022). There is significant evidence supporting the correlation between trust and learning outcomes, a research field that has not been explored in Chile, making the study of trust highly relevant. Furthermore, the loss of trust results in the erosion of social cohesion, being a critical threat to the world in the short, medium, and long term (WEF 2022).

The research questions is: To what extent is there trust within Chilean schools and how does it relate to student performance? how policy goals relate to practitioner goals?

The study on trust and its implications presents extensive literature (Dusaillant & Guzman 2015) which shows the relevance of trust in various spheres of social life (Zak & Knack 2001; Putnam 1993 2000; Bourdieu 1986; Coleman 1988 1990). This study is based on a previous comparative research conducted by Fink and colleagues (2016) identifies three levels of trust that underpin school practice: institutional trust between the principal and the school executive with the employing authority and regulatory authorities; relational trust within the school itself between the principal and staff and between the school and its community; teacher self-confidence, evidenced by high levels of self-efficacy, creativity, innovation and a willingness to contribute to school life beyond what is required by the work contract. A sequential mixed methods approach is used (Creswell, 2003) that includes a quantitative data collection step followed by a qualitative step. Based on "The Trust Connection Questionnaire", 350 teachers were polled during 2022. Relevant topics for explaining trust are examined based on the questionnaire, and semi-structured interviews are conducted in further detail. Also, the comprehensive Learning Diagnosis is used, which accounts for the socio-emotional state of the educational communities during the pandemic. Low trust is reported towards institutional level outside, both government and unions. Information barriers regarding decision making and fluctuations in support measures have undermined an already low level of trust. There is wide agreement on the need to build trust relationships as a priority for student care, even when there are not strong trust relationships between teachers and principals and managers. The emotional condition since the pandemic crisis has taken school communities to concerning levels, isolating and invisibilizing human relationships and promoting opportunistic behavior. Context constraints and circumstances make it challenging to build stable and humane relationships.

The sociological and educational relevance of this research resides on the fact that school trust has gained prominence with the realization that there is a strong correlation between trust levels, teacher professionalism, school performance and student learning outcomes. Data from a cross-sectional study linking students' confidence levels to their PISA test scores shows that trust is strongly correlated with student performance (BID 2022). High-achieving nations tend to have higher levels of trust relationships (Fink 2016).

5. Salvador RIVAS

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WORRIES AS SIGNALS OF COMMITMENT: Reflections from University of Luxembourg Students in the Time of COVID-19

Introduction

Worries, typically inspire and signal negative emotions at best, or dread, panic, and fear at their worst. Drawing on Self-Determination Theory (Ryan and Deci 2000), I explore how worries expressed by students via a brief online questionnaire at the University of Luxembourg (UL), communicated a sense of academic commitment and wellbeing. Coincidently, commits, committed, and commitment, are all but a few of the words used in the Charte Pedagogique, a document that outlines the ULs dedication to meeting the needs of its students and larger community of learners. These words were put to a test during the COVID-19 crisis as the university scrambled to meet and honor its commitment to its primary constituents.

Methodology

The main goal of the questionnaire was to learn directly from students how the crisis was affecting their educational progress and academic wellbeing to help guide and facilitate the faculty's interventions. To minimize response burden, the total number of questions were kept to a minimum, approximately 10 items. The faculty settled on questions focusing on the amount and kinds of instructions received by the students about how to proceed with courses and assignments; about their social relations with instructors, classmates and non-university personal friendships; the reliability of their computer and internet access; and of course, their assessment of the faculty's overall quality of teaching over the COVID-19 crisis situation. The questionnaire also included two open-text questions that asked about the students most pressing academic worry as they looked forward to the rest of the semester; and of course, the questionnaire afforded the respondent an opportunity to share any additional suggestions or comments.

Results

The preliminary quantitative results suggest a clear relationship between connectedness (measured by the amount of expressed communication between student and course/instructor) is positively associated with overall wellbeing and satisfaction with the faculty's response and level of commitment. In the remainder of the paper, I unpack this basic finding by exploring the qualitative data, as expressed by students through the open-text responses to provide a more nuanced understanding of the connection between Self-Determination Theory, worries, and academic wellbeing in a time of crisis. In effect, we find among students a commitment to succeed, to strive forth, despite the uncertainty around them.

Keywords: Self-Determination Theory (SDT), academic wellbeing, connectedness, social relationships.

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A Foucauldian Analysis of Children, Early Childhood Education, and Human Capital

Michel Foucault is a prominent figure in the development of postmodern theories. His theory comprises of in-depth critical reflections of our modern society, urging us to reconceptualize knowledge of sciences, ethics and aesthetics. His thoughts pose great challenges to modernity. Inspired by Foucault's thoughts, in this article I will critique the interrelations of human capital theory and early childhood education. By a theoretical analysis of children's positionality in early childhood education, I embark on writing this critique in terms of epistemology (how knowledge of children is structured), biopower (how children's life, including education and health, is managed), economics (how the neoliberal mentality interacts with early childhood education), and governance (how early childhood education is moulded by population control).

Key words: Michel Foucault, early childhood education, critical theory, human capital.

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Ethically Studying Pet Culture in Art: Using Ethics of Care in Pedagogy

Keywords: ethics of care; art history; pet culture; relationships; pedagogy; wellbeing

Introduction

This study explores teaching pet culture in art education, examining visual representations of human-animal relations as strategies towards building an inclusive and sustainable society. Using a rationale of animal welfare as a form of social welfare, it critiques contemporary art pedagogy that perpetuates speciesism by ignoring non-human lived histories and interspecies partnerships. Building on Maria Saari's chapter "Education for Total Liberation: Critical Animal Pedagogy and Teaching against Speciesism," it critically examines how human-animal relations in art are taught to provide a deeper understanding of social wellbeing. Scholar Karin Dinker examines critical animal pedagogy to expose asymmetrical power relations in culture and education, but most scholarly investigations are limited to the sciences, neglecting valuable social insights offered by art. Drawing on posthumanist and postcolonial theory, this study highlights the importance of ethics of care in alterity discourses, arguing that animals in art must be seen as part of interspecies relationship building linked to social well-being, not just pictorial accessories.

Research Questions

How can ethics of care in art education promote social well-being and inclusivity? How have social norms impacted human-animal relations in teaching? How can interdisciplinary approaches challenge pedagogical methods for more equitable learning?

Theoretical Framework

As animal rights awareness grows, the ethics of pet culture gains importance. Using ethics of care as a theoretical framework, this study critiques norm-reproducing educational institutions. It enables a shift in focus to animals themselves and validates emotional responses from multispecies relationships where reflexivity is seen as an expression of care. This research challenges traditional art history pedagogy, building on Helena Pedersen's critique of educational institutions as norm-(re)producing spaces where animals are in asymmetrical power arrangements. It proposes an ethical approach to teaching about animals in art by using ethics of care, which contributes to discussions on animal ethics and social justice. Adding to Nadine Dolby and Joshua Russell perception of animals as educators, this study considers how entangled human-animal relationships can lead to educational practices that think with animals as opposed to from. Methodology and Preliminary Results

This timely research analyses early modern artworks with pets as case studies, using interdisciplinary qualitative methodology to offer unique historical perspectives on human-animal relations. By examining such

artworks and engaging with existing literature on ethics of care and animal studies, it offers fresh perspectives on the social value of human-animal relations in art. Demonstrating how ethics of care can be applied to historical research will result in a destabilisation of anthropocentric pedagogy and perspectives.

8. Cecilia Zsögön

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Covid-19 learning losses in Latin America: is it too late to (re)build resilient and inclusive education systems?

Introduction

Latin America, even before the pandemic, was the most unequal region in the world. After Covid-19, inequalities became even more accentuated. In this paper we focus on the impact of the crisis on the educational system and its effects on students. As of February 2021, around 120 million children had lost or were at risk of missing a full year of the school calendar due to school closures. Added to this are the multiple problems related to implementing online education. In the region, only 77 per cent of the students have access to the Internet. In addition, the closure of schools meant the interruption of other basic services such as school meals, on which more than 10 million children in the region depend.

Faced with this panorama, we inquire:

What are the measures implemented by governments to guarantee the return of students to the classroom and amortize the effects that the crisis had on the most vulnerable groups in Latin America? Do this measures foster more inclusive education systems? What "successful" programs have been implemented that could be replicated in other countries?

Methodology

We analyze reports from the World Bank, UNICEF, UNESCO, ECLAC, and local governments in Latin America, with the aim of understanding the impact of school closures on children, and the measures put into place to reverse the effects of this crisis.

Preliminary Results

Latin America post-covid landscape presents complex and multidimensional challenges that include ensuring the return and retention of students in schools, fostering socio-emotional well-being and strengthening resilience. But doing all this in a context of extreme inequality, job insecurity, and economic recession requires resources and political will, which does not always have the well-being of children among its priorities.

In terms of education and learning, it is clear that mitigation strategies will only be able to compensate, at best, for a fraction of the learning losses experienced during this period. Nonetheless, a window of opportunity has opened to rebuild better education systems that are more effective, equitable and resilient.

Key words: Latin America – Covid-19 crisis – Education – Resilience

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DIMENSIONS OF GENDERED EDUCATION,I & SOCIAL MEDIA THERAPY IN SELECTED OVULARIAS FACEBOOK POSTS

Social media is expanding the space of informal education and art therapy through facebook (auto)biographical narratives. The red-domestication of social media through the provision of education and

therapy is creating a medium of informal education & therapy for Netizens on Ovularias Facebook page. Social Media Feminists influencers like their counterpart of African feminists writers are redomestcating their social space for gendered education and social media therapy through co-creation. This study is a discursive approach to textual analysis and observes that Ovularias page provides a form of feminist gendered education that is reminiscent of African feminists literature. Through the application of the concept of (auto)biographical narrative & art therapy this study submits that Ovularia posts biographical narratives which is interpreted by Netizens through gendered lenses and provides a form of education and therapy through Netizens responses and support. This study submits that this form of informal education & social media therapy through the interface of social media is focused on the creation of gendered Netizens and the provision of therapy and supports for Netizens. This study concludes that Ovularias biographical posting is a form of informal education while co-narrative therapy is participatory through the use of biographical experiences.

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Technodiscursive analysis of ludo-interactive twitterature
Twitter is a minimalist auctorial tool in literature. Ever since its invention, it compels us to accept literary twittext via its micro-text constraints of 280 characters (previously 140 signs) as well as its technical constraints for procedural literary creativity. Nowadays, artist-programmers use diverse techniques of large language models (LLMs) as the trending part of the Natural Language Processing (NPL) to create exceptional robotic twitterature. These large language models such as Stable Diffusion, Generative Pre-trained Transformers (GPT-2, GPT-3, GPTChat) and many others to amplify the electronic literature ecosystem in the Twitterverse. In such masterpiece, the role of programmers is to set grammatical rules via programming languages to make Twitterbot to automatically produce creative writing. This article examines symmetric linguistics of the ludo-interactive Twitterbot, @FamiliArtLilt automized by Michael Knepprath. I will use the Pedro Barbosa's wreader theory of human computer interaction (HCL) which attributes to wreader i.e., web reader, the simultaneous role of writer and reader, taking the form of technodiscursive analysis as post dualist phenomenon.
Key words: Twitterature ludo-interactive, GPTChat, Stable diffusion, symmetric linguistics, technodiscursive analysis, Twitterbot, Human Computer Interaction.

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"Giving a good education" in an education market system: Education quality in the parental narratives of school choice and schooling in Chile
Introduction
My paper explores how parents in Chile, dealing with multiple discourses and positions (education, parenting, citizenship), make sense of education quality in their school choice and schooling narratives. The Chilean education system is paradigmatic due to its extreme market conditions (school choice, competition and privatisation), which have produced deep socioeconomic school segregation (Bellei et al., 2019; Verger et al., 2016). Against this backdrop, since 2015, the implementation of the "Inclusion Act" has sought to dismantle

some of the causes of school segregation by regulating admissions processes, ending co-payment and prohibiting for-profit state-funded institutions. In addition, in October 2019, Chile was shaken by a major people's uprising that has brought a renewed questioning of inequality, neoliberal policies and the state's role. To add nuances to common depictions of education quality in this shifting political landscape, my study approach quality as a floating signifier. This means a term whose meaning is contested by multiple discourses and where the adscription of meaning is achieved through relations (inclusion/exclusion) with other elements (JĂrgensen & Phillips, 2002; Laclau & Mouffe, 2014).

Methodology

My paper draws on a qualitative study that considered the participation of 20 families. I conducted 47 narrative interviews with mothers and fathers whose children attended schools implementing the "Inclusion Act" in a specific district of Santiago. Approaching narrative as a bridge between discourse and experience (Tew, 2002), the analysis focused first on each family's narrative and then on their commonalities to explore how parents make sense of education quality.

Preliminary results

The results show that parents have richer notions of education quality compared to the education policy, which primarily emphasises academic performance. When discussing quality, parents refer to elements like well-being and recognition of children's individuality within the school, as well as their own decisions, practices and educational labour. Parents establish a close link between "good education" and "good parenting". However, these understandings of quality are also embedded in the normalised socioeconomic segregation of the country, which is illustrated in parents' references to the "quality of people" and the oppositional relationship between inclusive state schools and quality. By unpacking the concept of education quality, my research highlights how this term, as a floating signifier, mobilises different meanings within families and, in turn, serves to justify practices and decisions that deepen segregation within the educational system.

Keywords: Education Quality - School Choice - Parents.

12. Mark Juszczak

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The Center-Periphery Axis in Global Higher Education: Ranking & The Case of Eastern Europe

The 'top 100' global university ranking systems are dominated by American and Western European universities. While there are many ranking systems currently in use, and while there is considerable variance within the top 100 – one pattern remains evident – the United States dominates global university rankings with Western Europe close behind. Although there is considerable debate within the university ranking community about the 'best' way to rank global universities, there is little research done on ranking systems as a form of global epistemic violence. Epistemic violence refers to any system that uses the legitimization of knowledge as a form of domination. Where epistemic violence is studied is almost exclusively in the domain of post-colonial higher education systems or as a way to frame scholarship about the global south. However, it appears that Eastern European universities are equally subject to a form of epistemic violence in the biases of current university ranking algorithms. This study attempts to uncover biases in ranking systems within the context of what Bourdieu would define as a global center/periphery system of knowledge production. The primary hypothesis of this study is that global ranking systems use algorithms that reinforce the current center-periphery model of Western universities and systems of knowledge production and transmission being 'better'.

13. **Kinza Alizai**
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The Effects of Global Warming on Maternal Mortality Rate of Afghan Refugees, A Case Study of Sibi, Pakistan

One of the drastic disadvantages of global warming Afghan refugees (women) are facing in Pakistan is the increased mortality rate. Pakistan has been declared an acute emergency situation after the recent flood in July–August 2022 (Amin,2023). One-third of the country's land was affected, with millions of houses damaged and property lost. The province of Balochistan received the utmost damage from the 2022 flood. The results (Mushtaq et al. 2022) show that 8 247 km2 of land area (2 037 809 acres, 2.4 percent of the total land area) got affected in Balochistan. The survivors face the absence of healthcare facilities, medicine, clean water, and quality food (Qamar,2022). Besides the local population, Afghan refugees also suffered the consequences of the flood in the country. According to the UNHCR report, the number of registered and unregistered Afghan immigrants in 2006 was 2.46 million. 80% of Afghan refugees have been living in Pakistan for about three decades (Kazmi, 2009).

The present study aims to explore healthcare information-seeking behaviors among Afghan refugee women. The study focuses on the increased maternal mortality rate among Afghan refugee camps during the flood in 2022, in Sibi, Balochistan. The study uses a qualitative paradigm to access in-depth data. The research population is selected through a snowball sampling strategy. A semi-structured interview is used as a data collection instrument. Thematic analysis has been used to analyze the data. It has been observed that women in refugee camps are triply marginalized. She faces 1. economic instability, 2. male patriarchy, and 3. she is considered to have lower social status than the local women of that country. The flood in Pakistan has worsened the everyday activities in the refugee camps in Sibi, Pakistan. The lack of medical facilities and professional treatment is the cause of the increased mortality rate among Afghan refugees in the area. The study concludes that the lack of disaster preparedness and policies are adding more to such global warming disasters. There is an urgent need for healthcare training to manage medical flood relief camps. People in Pakistan should be taught to follow standardized policy guidelines to cure the vulnerable, such as women and children. The study also suggests that the government of Balochistan should take care of Afghan refugees by giving them proper medical healthcare and clean water.
Keywords: Global warming, Healthcare information, Afghan Refugees, Maternal mortality.

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The educational process of juveniles in correctional institutions: Reflections about the educational realities and the well-being of students

Introduction

Schools located at social rehabilitation facilities, like public schools, are a structural part of Poland's education system; thus, they are regulated by the same legal act. Moreover, students in those facilities follow the same core curriculum as students in public schooling. At the same time, they have large backlogs, and each pupil is at a different educational level. In addition, each of them has different problems, barriers or disorders. Reality

challenges teachers in working with juveniles in the same way as in public school, as it is forgotten that youth placed there comes from different backgrounds and represents different needs. At the same time, schools located in correctional facilities are unique opportunities for minors. Many young people placed in these facilities are significantly behind in their studies. Attending such a school is often their only chance to complete their education. Among the reasons can be distinguished various factors, including the fact that being placed in a closed institution makes it less likely and possible to miss school. It is essential to enable and encourage minors to study and complete school and create appropriate conditions, which should be aimed at organizational, structural, and individual ones.

Methodology

The qualitative research was carried out within the school settings of the Correctional Facility in Białystok, which served as an institution for juveniles diagnosed with addiction. The research employed participant observation and in-depth interviews as primary methods. To support the research process, various tools were utilized, including a field diary, an observation sheet, and interview instructions. Both students and teachers served as respondents in the study. Prior to conducting the interviews, explicit consent was obtained from each participant through the signing of a statement acknowledging the use of voice recorders and the content for further analysis. The collected data was subsequently analyzed through transcription and codification techniques.

Preliminary Results

Research shows that educational realities differ from public schools in an open environment. Many variables condition this process, an example of which is the attitude in classes - it results from the current emotional disposition of students, which depends on various factors. Some of them are their law or health problems. Moreover, teachers indicate that emotional lability is noticeable, resulting from psychophysical factors of addiction, including frequent nervousness. Typical is also a distraction and hinders concentration. Teachers point out that previous drug use also affects juveniles' cognitive functions, including memory, which makes learning difficult. Another critical issue is the low self- esteem of juveniles which impacts their action. Often they do not even want to try because they do not believe in themselves. Research findings show that the behaviour of minors and their needs and capabilities differ from their peers; it is also impossible to conduct lessons in the same way as in public schools in an open environment. For this reason, the lessons and methods must be adapted to them and their well- being. For example, the methods of passing the subject must be adapted, which is also noticed by students themselves. Necessary is also adapting activities to their mental state, adapting the course of lessons in a given class to the student's mental state, e.g., by talking about the student's situation or problems.

Keywords: education, rehabilitation facility, minors.

15. Patrick Kiwanuka

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Psychological welfare after Covid-19 in Uganda

This paper reports a study elucidating the state of psychological welfare of not only addicts and new cases, but also the responding caregivers in light of the recent Covid 19 pandemic crisis in Uganda. The phenomenon of rising numbers of mentally unstable, drug addicts on the streets in most urban centers, over the recent pandemic and in the aftermath, is quite disturbing, given the fact that this seemed to also correlate with a concurrent slow down or shortfall in responsive care provision and motivation. This therefore motivated the

study, to assess the trend and hence the resilience of the responsive care / nursing system, in such crisis times, by seeking answers to the following vital questions; · Did the Covid 19 crisis cause a surge in mental and or addiction cases? · Was the care system's response equal to the challenge? · How can the system be enhanced to become more resilient in such crises in future?

Methodology

Qualitative interviews were conducted with a 65 member sample team of psychiatric nurses, care givers and social workers, working with the targeted group, in both local health facilities and non-governmental organizations in the country, both during and in the aftermath of the said crisis, with the resultant data analyzed using a phenomenological hermeneutic approach, in addition to which a systematic literature review of the relevant periodic, societal and scholarly reports was executed. Results; while the expectation would be a regressing trend in new mental and addiction cases, both during and in the aftermath of the lockdown, as revelers didn't have to face their daily hustles, it was instead the opposite, as the usual major cause – drug addiction, was joined by stress, resultant from the then common state of helplessness and hence hopelessness among the masses. Generally also most care givers were also considerably, psychologically, disturbed by not only, the surge in cases, but also the resulting shortfall in both medical and logistical supplies. The general mental health state of the masses was considerably affected, further to which the responsive care provision system seems to have been overtasked. Evidently the pandemic and its related measures, created a surge in both new and addiction cases, not only among the masses but as well among the care providers, thereby creating a gap for further research into how to create more resilient care provision systems, besides also enhancing social resilience in similar crises in future.

Key words; Addiction care, mental health care, Uganda, stress resilience, Covid 19.

3. Sociology of Education and Social Pedagogy

Session Chairs *Prof. Anna Perkowska-Klejman - Prof. Eva Gonçalves*

1. Agnes-Rozsa Santha
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Social inequalities and gender differences in computational thinking among university students at the Sapientia Hungarian University of Transylvania

Introduction

Computer skills and computational thinking are to a large extent socially biased. The research question addressed in this paper is whether men and women have different computational skills. The rationale for the study is provided by the lower share of female students in computer sciences which originates in the alleged gender differences in computational thinking. The paper presents the results of a study which attempts to identify the similarities and differences in understanding algorithms in male and female students.

Methods

A randomized controlled trial was conducted with 228 first-year students from different specializations in September 2022. Three visualization methods were used: animation, folk dance and theatre performance. After having seen the visualizations, participants answered the same questions about the algorithms by filling in questionnaires.

Results

This study presents the impact of the three visualization methods upon the understanding of algorithms in university students, as well as the gender differences in efficient learning with the different visualization methods. Although slightly overrepresented in the worst results quartile and underrepresented in the best results quartile, women students did not score significantly lower on the computational thinking test, that is, they understood the algorithms to a similar extent as men. For both genders, lowest results are provided when learning with folk dance, but for women, the differences are negligible. Animation is not only the most efficient visualization tool but also the favourite one for both genders. On the second place, women prefer dance choreography, whereas men would rather learn with theatre performance.

Keywords: computational thinking, visualization, gender, randomized controlled trial.

2. Julianne Gerbrandt
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Learning mathematics in French immersion: Not for everyone?

Introduction

French immersion (FI) is a popular second language program among majority anglophones in New Brunswick (NB), the only officially English-French bilingual province in Canada. The correlation between socioeconomic status and participation in the FI program in Canada has been investigated for decades (e.g., Dagenais, 2003; Kunnas, 2019; Olson, 1983), with most findings suggesting that there is a strong middle-class enrollment bias (cf. Barrett DeWiele & Edgerton, 2021). Moreover, there is a pattern of exclusion that targets marginalized students: students who experience learning difficulties or behaviour challenges, present as visible minorities,

or who have limited parental support are at higher risk of being excluded from the program (Gerbrandt, 2022). A recent attempt to replace FI with a universal French for all program was met with widespread public resistance. This presentation reports on the preliminary findings of an ongoing doctoral study investigating the relationship between perceived mathematical competence and enrollment in the FI program. Specifically, it responds to the following research question: How did the proposed French for all program in NB reveal dominant attitudes about learning mathematics in NB?

Rationale

French immersion students study mathematics in French. Some scholars have questioned the gatekeeping role of mathematics in society (e.g., Cobb & Hodge, 2002; Stinson, 2014; Wagner, 2021), while others have explored the impact of ability sorting on student outcomes (e.g., Boaler, 2008; Jorgensen et al., 2014). The characteristics that predispose students for learning mathematics are similar to the characteristics that predispose students for success in the French immersion program.

Theoretical Framework

I will be using Bourdieu's thinking tools namely his concepts of habitus, field, and cultural capital to describe, analyze, and question the experience of learning mathematics within an elementary FI context. Bourdieu's concepts will help to reveal the underlying structures that shape students' experiences, surfacing the systemic challenges that disproportionately exclude some students from learning French as a second language as a mechanism of social reproduction in education.

Methodology

Using van Leuwenâs (2008) approach to critical discourse analysis, this presentation draws from an ongoing comparative sociological case study of a rural school in NB. The analysis of government announcements and articles in the print media discussing the scrapped universal French for all program is the foundation of a sociopolitical description of the research context before fieldwork begins during the 2023-2024 academic year.

3. Marta Curran
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How to reduce educational inequality? Dilemmas and contradictions in the ontology of educational policies in the Spanish context

Introduction, theoretical framework, and rationale

Throughout the last decades, the debate on how to reduce social inequalities in the educational field has been permanent. Both from the academic and political spheres, the study and adoption of programs to deal with the impact of social inequalities on educational outcomes have been massive. Despite this, the data shows us that social inequalities, far from having been reduced, have only increased, especially in the context of crises such as what the one experienced in recent years with COVID-19, which have put the education system in check in ensuring that no child was left behind. This contribution is based on the assumption that despite the numerous efforts made to mitigate social inequalities in education, the debate on which are the most appropriate strategies to deal with this issue are still open. Although currently the need for evidence-based policies is unquestionable, we believe that there is still a long way to go in the theoretical debate on the own ontology of programs to deal with social inequalities and the foundation that shapes our current educational systems in Europe.

Methodology

Within the framework of a Horizon 2020 Project (PIONEERED: Pioneering policies and practices tackling educational inequalities in Europe) and based on an exploratory documentary analysis, we observe deep

contradictions in the foundations of the main educational programs that aim to deal with social inequalities in European contexts. The aim of this paper is to provide an overview of the main conflicts and dilemmas (ethically, politically, and theoretically) that emerge around the fight against educational inequality in the Spanish context particularly. The results are based on in-depth interviews and focus groups with key stakeholders from the fields of education policy, academia, the teaching profession, and the third sector (N=26) and the strategy carried out is discourse analysis.

Preliminary results

Among the numerous questions that have emerged from the analysis of the data collected, this contribution focuses on delving into the contradictions of three key elements in the debate on the role of the educational system in reducing social inequalities: firstly, the role of educational innovation programs; secondly, the flexibility and division of training itineraries in the lower secondary stage and thirdly, the role of individualized teaching. We have explored the conflicting positions of these three strategies within the equality/equity debate. We believe that the findings of this study allow a better understanding of the mechanisms that produce educational inequalities and serve as a starting point to overcome these dilemmas.

Keywords: educational inequality; educational policy; discourse analysis.

4. Sara Gil Morales

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I want to follow their legacy. Privileged students imagined futures, aspirations, heritage, and sense of duty

Introduction

In modern societies, education plays a crucial role in the distribution of social position, especially with the expansion on the last decades of the meritocratic discourses (Vieira et al., 2013). Sociology of education has done a wide and deep work to trace the mechanisms of social and educational inequalities within school. However, less attention has been paid on educational systems crucial role in the formation and reproduction of the elites, neither in European nor Spanish sociology. Despite, a better recognition of elites reproduction mechanisms is key to fully understand the dynamics of social reproduction (Darchy-Koechlin & van Zanten, 2005). Specifically, analysing the construction of privileged youngster subjectivities -preferences, beliefs, or aspirations- allows us to have a better understanding of their relation -and affinity- with the school system and their rationalities and negotiations in higher education choices (Bourdieu, 2021).

The aim of this paper is exploring the imagined and desired futures of privileged students in academic upper secondary in relation with their parents' jobs, business, properties, and social position. In particular, it explores how ideas about heritage and duty interrelate with their future perspectives, which configure aspirations that tend to reproduce of their families social positions.

Methodology

Through a qualitative approach, this contribution analyses young people's autobiographical narratives of hypothetical future, using data from on 43 letters written from the future (Sools, 2020) by first year students in academic upper secondary studies (16yo) from an elitist high school in a semi-rural area in Catalonia (Spain).

Preliminary results

Young people's imagined futures (Ball et al., 1999) reflect the social positions they see as available -which constitute their horizons of action- and desirable -expressed as concrete aspirations- for themselves (Ball et al., 2002; Gale and Parker, 2015). The analysis of young people's future narratives has provided relevant insights not only about the substantive content of their imagined futures "what they want to be- but on the structure of their imagined careers "how to become what they want to be-. While for working-class students

the concern is to know how to play the game (Bourdieu & Passeron, 2021) of the higher education and qualified jobs fields, for privileged students, this is something more taken for granted. Nonetheless, even feeling like a fish in the water (Bourdieu & Wacquant, 1992) in those fields, their disquietude comes from the pressure for maintaining the family social position and the sense of duty towards the family heritage, whether social, economic, or cultural (Ball, 2003).

5. Agnieszka Bzymek

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Biographical experiences of resilience in the late adulthood

Introduction

The speech aims to address the educational contexts of resilience in narrative biographies in late adulthood. The author refers to the category of resilience in selected psychological approaches. In addition, the researcher relates to research on resilience in the education field (f. e. Opora R. 2009, Junik W. red., 2011, Wysocka E. 2012, Rutkowska M. 2015, Smulczyk M. 2016, 2019; Bzymek 2020). The author argues that elements of the resilience category can be found in the existing body of pedagogical science, despite the lack of use of the term resilience itself (e. g. RadliĹska, Pedagogika SpoĹeczna 1961, Theiss, Zniewolone dzieciĹstwo, 1999). The concept of resilience is derived from studies conducted at the turn of the 1960s and 1970s when pioneering research on children of parents with mental illnesses was first conducted (Werner, 1994, 2000; Masten, 2003). Understanding the causes of these illnesses has set the foundation for the search of risk factors impacting the incidence of mental health disorders in children (Rutter, 1987). Michael L. Rutter (1987, 2000, 2006) emphasises the role of so-called turning points (2006) that can trigger resilience, hence educational preparation for this process is essential. The researcher assumes resilience can be an effective form of development for respondents. Based on the literature studies made on the phenomenon of resilience, the author conceptualizes the purpose of the research: How can we describe the educational qualities of resilience present in biographical narratives based on the analysed narratives? In other words: what does this imply for pedagogy? The aim of the research is to attempt to describe events in the lives of the respondents that may show the occurrence of resilience or show its absence.

Methodology

The following article presents a pedagogical conceptualisation of resilience. In reference to adult education, this category will be analysed as a reflection grounded in an empirical study (Glaser & Strauss 1965, Charmaz, 2009). Using the autobiographical method (f. e. DominicÄ¨, Demetrio, Denzin, Bron, Czerniawska, Lalak), the researcher will show the results of the analyses of the narrative interviews conducted with people under the care of the Day Support Centre in Gdansk (2017-2020).

(Preliminary) Results. Analyses in the current study.

Keywords: adult education, ageing, qualitative research, narrative biography, resilience.

6. Renata Marinela Pop

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The role of schools in facilitating the social inclusion of pupils with SEN

Social inclusion is a more complete phenomenon than the social integration of various people, in the sense that it refers to absolutely all individuals of a given society and is considered the only one that goes all the way, effectively offering equal chances, opportunities, rights and obligations to all people in a community,

regardless of its size.The inclusive school is maximally comprehensive in terms of the diversity of its students. A central objective of the inclusive school is the elimination of any labeling, classification and ranking of value or performance of its students, who are seen as different simply in the sense of diverse, each having their own chances and opportunities, offered precisely by the school itself.

Integrated/inclusive education is seen as a process with a totally different evolution from the traditional one in which reformulations of concepts and theories related to normalization take place as a process by which access to existential patterns and daily life conditions is ensured as close as possible to the characteristics of ordinary life, for all categories of people, so as to take into account not only the way in which the person/child with disabilities adapts to the environment, but especially the way in which the environment is prepared to receive and integrate these categories of people.

Inclusion is often associated with students who have disabilities or have special educational needs (students with SEN). In fact, inclusion refers to the school education of all children and young people, according to the concept of school for all.

7. Michal Gulczynski

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Where and why has the reversed education gender gap in tertiary education grown the most?

Introduction

Although historically women had only limited access to education, they now outperform men in terms of educational attainment in most developed countries. According to UNESCO (2022), all the countries where girls' education must be the top priority, there are others where boys' needs should be those on the agenda in policy debates. In this paper, we ask: in what countries and why has the reversed education gender gap in tertiary education grown the most?

Theoretical framework, and rationale for the study

There are many competing micro- and macro-level explanations for gender gaps in educational attainment. They include the level of gender equality (Gandhi Kingdon 2002; Stoet and Geary 2020), women's labour force participation (Goldin et al. 2006), labour market opportunities (Aslam 2009), family structure (Bertocchi and Bozzano 2016), early motherhood (Kruger et al. 2009; Timaeus and Moultrie 2015), school performance and grades (Barone and Assirelli 2020; Conger 2015), school system (van Hek et al.2019), higher education system and admission criteria (Saygin 2020; Contreras, mimeo), and support programmes (Angrist et al. 2009; Dynarski 2008). In this study, we aim at systematizing those theories and testing which of them can explain the cross-national difference in tertiary education gender gaps.

Methodology

First, we conduct a scoping literature review to classify competing hypotheses for the reversed education gender gap. Second, we provide descriptive evidence for the dynamics and size of the reversed education gender gap in tertiary education for the OECD countries. We focus on the gaps defined as the difference and ratio between the share of women and men with a university degree in the age group 25-34. Third, we run a series of regressions, including an extensive set of national-level independent variables, to identify the key drivers of the reversed education gender gap.

(Preliminary) Results

In our preliminary analysis, we find that the gender gaps are not clearly related to the overall shares of people with tertiary degree. For example, the gender gaps are below 5 percentage points both in Germany, where around 1/3 of young adults have a tertiary degree, and in Switzerland where most of them graduate from a

university. The gender gaps are largest in post-communist countries, but also in countries as diverse as Italy and Norway.

Keywords: education attainment, gender, tertiary education.

8. Alicja Ryczkowska
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Positive mood induction through music: The significance of listener age and musical timbre

This experimental research aimed to verify whether the variables of listener age and musical timbre play significant roles in the process of the impact of music on human mood state in the context of the positive mood induction procedure using music.

The following research hypotheses were formulated based on the review of previous studies:

1. The average mood state results after listening to music (regardless of the musical timbre) should be significantly more positive in the group of older adults than in the group of young adults.

2. The average mood state results after listening to music (regardless of the listener age) should be significantly more positive in the group of participants who listened to the music containing the timbre with the acoustic features associated with the expression of positive emotion of happiness than in the group of participants who listened to the music containing the timbre with the acoustic features associated with the expression of negative emotion of sadness.

3. Differences in the height of average mood state results between the subgroups which listened to timbrally different versions of music should be significantly larger in the group of young adults than in the group of older adults.

The significance of age in the impact of music on the listeners' affective states has not been sufficiently studied. Few studies using music mood induction in comparative groups of young adults and older adults have been conducted so far. The problems of the significance of the listener age and musical timbre in the induction of positive mood through music have clearly been neglected in empirical studies. This research contributes to understanding of the implications of timbre and listener age for psychology experimental research where the Musical Mood Induction Procedure is used. The research results are also important for the music therapy practice in which music is used to improve the mood of the patients or clients.

Methodology

The stimulus material was in the form of two timbrally different versions of the same musical piece. Two participant groups in their early and late adulthood (ages: 18–30 and 60–89) participated in the research. In each of the older and the younger groups, two further subgroups were presented with timbrally different versions of the same music.

Results

Two-way analysis of variance (ANOVA) with the intergroup scheme was used in the analysis of the research results. The analysis suggested statistically significant main effect of listener age, but no statistically significant main effect of timbre or interaction effect of listener age and timbre on mood state after listening to music. The average mood state after listening to music was more positive in the group of older adults than in the group of young adults (regardless of the timbral variant of music).

Keywords: positive mood induction, music listening, musical timbre, listener age, adulthood (early and late).

9. Maria Eugenia Cardenal; Sara Maria Gonzalez; Octavio David Diaz

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Enrollment characteristics in access to Higher Education pre- and post- Covid. Continuities and changes.

Introduction

This paper presents the results of analysing the profile of students entering the University of Las Palmas de Gran Canaria in 2019/2020 and 2020/2021. The source of the analysis, which is of a census nature, is the enrolment database of this university.

Theoretical framework

The study builds on the work of Tinto (Tinto, 1994) on the determinants of dropout in higher education, as well as Hovdhaugen (Hovdhaugen, 2009) and Hugree et al. (Brinbaum, HugrÃe and Poullaouec, 2018). This line of research attempts to link the determinants of dropout with the forms of access, thus providing more complex models of university incorporation than the traditional ones.

Rationale

The aim of the study is to provide an initial description of the characteristics of first enrolment at the University of Las Palmas and its distribution between degrees in different fields of study. Contrasting the changes and continuities in the distribution between fields during these academic years may help to understand the impact that the pandemic may have had on access to higher education.

Methodology

1. Students were classified according to characteristics of four categories:

- Family background, measured by SES and the variable 'father inactive or unemployed' (yes/no).

- Individual characteristics, measured by gender and age.

- Study conditions, measured by the variables 'working' (yes/no), 'has access to a grant' (yes/no) and 'studying part-time' (yes/no).+

- Previous education, measured by average entry grade, access group (vocational, baccalaureate, other) and type of previous educational institution (public/private).

2. A descriptive analysis of the characteristics of the students in the four categories was carried out, comparing the two academic years.

3. A logit model is estimated for each field to determine which characteristics increase/decrease the probability of choosing one field over another, comparing both academic years.

Preliminary results

The descriptive analysis shows an increase in the average entry grade and an increase in the presence of women. The logit analysis shows significant differences between the two years by field of study. The differences are significant for being female, which is also qualified by SES level (with a higher incidence in STEM, health and social sciences), by average entry grade (in health) and by access group (in social sciences, humanities and STEM), as well as by the type of previous educational institution (in humanities and social sciences). The remaining variables show no significant differences.

10. Ciprian Simut

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Education for Sustainable Development and the Integration of SDG 4 from the Perspective of Sociology of Education

Introduction

The 2030 Agenda for Sustainable Development was adopted and implemented in Romania in 2016. The Romanian Government created a governmental department, dedicated to implementing the 17 Sustainable Development Goals (SDG) agreeing that Education for Sustainable Development (ESD) is the best and most efficient way to fulfill the Agenda's goals. However, teachers may feel inadequately prepared for integrating the sustainable goals.

Theoretical framework and aim

The research aims to assess whether teachers in the pre-university educational system are prepared and able to develop the necessary competencies for students to think and live in a sustainable manner, starting from the requirements of the 2030 Agenda on Sustainable Development. The research also tries to ascertain whether the aims of the Agenda can be implemented successfully and the teachers feel qualified to develop the necessary skills in their students, therefore avoiding jeopardizing the implementation of the Agenda in the Romanian educational system.

Research questions

The research will try to answer two basic questions, namely: 1. What knowledge do you have about the 17 SDGs of the 2030 Agenda for Sustainable Development?, 2. To what extent can you integrate the following concepts within the disciplines you are already teaching? The research questions are important in order to ascertain whether the teachers in the pre-university educational system are able to genuinely prepare students and help them develop the necessary competencies and skills to think and live in a sustainable manner.

Methodology

The research is based on a questionnaire, addressed to teachers in the pre-university Romanian educational system (from pre-school and primary levels, to lower and upper secondary levels), aiming to ascertain their perspective on introducing principles of ESD in the curriculum. The questionnaire was applied online, through Google Forms, to 190 teachers. The item focused on the level of knowledge about the 17 SDGs and the extent to which they can be integrated in the teaching process.

Preliminary results

According to the results obtained, most of the respondents are fairly well acquainted or very well acquainted with the social objectives and have limited knowledge about the economic objectives. Of the 17 SDGs, quality education is the most well-known (77%), while the least known objective is aquatic life (62%). The results are in full accord with the concepts that the teachers integrate in the classroom, namely praising positive behavior, respecting one's neighbour, being open to change, children's rights, recycling and reducing waste.

Keywords: 17 SDGs, 2030 Agenda, education for sustainable development, educational system.

11. Daniel Gerbery, Roman Dźambazovič

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Schools' curricula and inclusive attitudes of students: what kind of relationship?

Value orientations and attitudes of young people are shaped not only by family environment or by peers, but schools also play the role. Formal and informal, obligatory and optional contents, provided by the schools,

create an environment which may support or counteract some forms of relatedness to the world, perspectives, and values. Our research focuses on attitudes of secondary school students towards social and cultural diversity, defined in terms of attitudes towards immigration and immigrants. We are interested in the ways how differences in schools' curricula and schools' environment (availability of cultural activities, extra-educational activities, participation in community activities, etc.) affect the relationship these attitudes and their distribution among young people.

Educational institutions play an active role in creating a normative environment to promote positive perception of otherness by various means, including learning human rights topics, creating opportunities to experience and discuss diversity, providing extracurricular activities that weaken negative stereotypes and prejudices. Research in Slovakia has shown that an open and stimulating school environment, type of (secondary) school, regional affiliation, listing the book among sources of information on politics and history are among the most important educational factors influencing students' intergroup attitudes manifested in more tolerant attitudes towards minorities (Kalmárová et al., 2017; Džambazovič, Gerbery, 2021). Decisive role is also played by the fact whether students learn about cultural diversity, migration, foreigners, or minorities (Gallová-Kriglerová, Kadlečíková, 2009).

Our proposed contribution compares three Western and three Eastern European countries, including UK, Germany, Spain, Croatia, Latvia, and Slovakia. We use data from the quantitative Survey of young people's cultural literacy (2019-2020), carried out as part of the Horizon 2020 research project Cultural Heritage and Identities of Europe's Future (CHIEF). The schools in our sample differ by their target groups (grammar schools, vocational schools), and degree of socio-economic development of the region in which they operate and coverage of minority rights in the school's curricula. In addition to the relationship between schools' characteristics and attitudes of students, we examine the role of cultural capital, social capital, as well as socio-economic conditions of students' families.

12. Jan P. Galkowski
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Listening to transgender and non-binary members of academia

Introduction

Creating stronger, fairer and more resilient academic community requires listening to the voices of its members. Making positive change cannot be done without involving the stakeholders who are affected by this change. Using the example of University of Rzeszow (Poland) I would like to present how process of listening to the transgender and non-binary members of academic community can be organised and what we can learn from this process. Paper as a starting point takes a concept of transphobic bullying (Cornu, 2016; O'Donoghue & Guerin 2017) and tries to use it in academic context. Transphobic insults, and trans-bashing are also forms of bullying. Transphobia often coexists with other forms of discrimination and is a violation of human rights. Universities have all the needed instruments to fight transphobia but must learn how to use them. Situation of minority groups in Polish universities is often uneasy. Building an academic community that keeps getting better, and therefore friendlier to all of its members requires openness to their needs and constantly thinking ahead what can be done.

Methodology

Paper will be based in part on selected findings from quantitative (CAWI) and qualitative (IDI) research conducted in 2022 and 2023 among the students and employees of University of Rzeszow.

(Preliminary) Results

Results indicate firstly, some universal expectations (like the need for respect or the need to be heard) and secondly, expectations more specific for academic milieu.

Key words: transgender persons, non-binary persons, transphobic bullying, academic community.

13. Claudia Chovgrani
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The practice of intercultural education in the context of the activities of Warsaw preschool teachers

Introduction

Preschool education is a particularly important period in a child's development, because it is during this time that basic habits, skills and values are formed. Contemporary social, cultural and ethnic reality challenges teachers in working with children from different cultural and ethnic backgrounds. The practice of intercultural education is a response to these challenges, enabling teachers to adapt their activities to the needs and expectations of children and their parents. Warsaw, as a multicultural city, bringing together people from different cultures, is a particularly demanding place in this respect. That is why the study of the activities of Warsaw preschool teachers in the context of intercultural education practice is a significant contribution to the development of pedagogy, and also allows for the identification of the best practices in this area. In the face of war and unrest, preschool teachers need to develop positive attitudes and values, such respect for diversity, to help children avoid negative stereotypes and prejudices. The answer to the fact of constant migrations is intercultural education. Therefore, the question arises what is the current scope of intercultural education? To what extent are teachers prepared to conduct intercultural education? What difficulties do teachers encounter in implementing intercultural education?

Methodology

Analysis of documents, such as curricula, educational law regulations, interviews with teachers in order to identify the best intercultural education practices used by preschool teachers in Warsaw and identify potential challenges and difficulties related to these practices.

Preliminary Results

Preschool teachers in Warsaw believe that the practice of intercultural education is important for the proper development of children, as well as for understanding other cultures. The most important challenge in the practice of intercultural education among preschool teachers in Warsaw is the lack of appropriate tools and educational materials that enable teaching children from different cultures. The biggest challenge turned out to be the time of sudden migration of Ukrainian residents caused by the aggression of the Russians. This revealed such difficulties as the language barrier, lack of knowledge and tools for integrating children of other nationalities, lack of information on how to support parents of children from Ukraine.

Key words: intercultural education, kindergarten, young child's education, preschool teachers.

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Climate Change and Sustainable Development Education in Poland

Introduction

In the recent years the World has undoubtedly faced crises that had not been expected to emerge at such a scale and so close in time. As of today, we know that this is not the end of upcoming crises. The climate crisis is already visible in certain places and will undeniably worsen with time, if no decisive action will be

undertaken. Taking into account the current state of affairs, all possible actions should be undertaken to stop the worsening of the climate crisis and prevent losses that will otherwise happen to people, animals, plants and the entire ecosystem. The UN Framework Convention on Climate Change, the associated Action for Climate Empowerment (ACE), the European Commission and the Paris Agreement underline the importance of education regarding climate change. Poland, as a Party to i.a. the UNGA resolution the 2030 Agenda, to the Paris Agreement and as a Member State of the European Union, should provide climate change and sustainable development education. However, there are doubts regarding how and if such education is executed. We would like to establish what is the current state of affairs in Poland regarding climate change and sustainable development education. We would like to answer the following questions:

How is the climate change and sustainability education executed in Poland? What are the current opinions regarding the importance of climate change and sustainability- related education, basing on national surveys and researches? What are the steps that can be undertaken to execute climate change and sustainable development education in Poland?

Methodology

The analysis of reports, recommendations and researches of i.a. the UN Global Compact, the IPCC, the European Environment Agency, the Polish Ministry of Environment, the Working Group for Sustainable Development at Universities at the Polish Ministry of Development Funds and Regional Policy, the Centre for Citizenship Education, the WWF, in order to understand the current state of affairs and find recommendations for the future.

Preliminary Results

The climate change and sustainable development education is currently executed at a voluntary basis, the execution of classes regarding these topics is not verified. The actions that are currently undertaken are usually occasional and not systematic. Sustainable development and climate change related topics should be included in the study programs at schools and the institutions should lead by example by including sustainable solutions in their own operation, in order to strengthen the resilience for upcoming challenges.

Key words: climate change education sustainable development climate crisis - sustainability.

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PRESCHOOL TEACHERS CHALLENGES IN CARE AND EDUCATION OF CHILDREN WITH CHRONIC HEALTH CONDITIONS

Children with chronic health conditions are an underserved group whose illnesses can lead to disparities. In preschool education, chronic health conditions might result in those children being dependent not just on their family caregivers but also on preschool teachers for more assistance and support. The higher dependance on children's daily tasks and healthcare management places a greater burden on preschool teachers' responsibilities to ensure children's safety, wellbeing, and quality education. Therefore, the purpose of this research is to study the perspectives and experiences of preschool teachers regarding the inclusion of children with chronic health conditions.

Methodology

The main aim of the research is to gain a deeper understanding of the inclusion of chronically ill children from the perspective of teachers who have experience educating these preschool-age children. To meet the research goal, a qualitative research design was made using a qualitative questionnaire that was sent to 23 participants. The second method was semi-structured interviews with three preschool teachers.

Preliminary Results

Teachers find themselves in stressful situations when they need to educate, manage chronic health conditions, and organize classrooms on a day by day basis, as well as in emergency situations. The teachers express constant scrutiny, as well as a fear of responsibility and potential repercussions regarding children's health needs and education. The preschool teachers highlight a lack of knowledge and experience, as well as a lack of systemic and legislative measures to provide quality preschool education and manage illness in classrooms. They call for health literacy, specifically for chronic health understanding and management. However, some teachers express a more radical point of view when they call for special healthcare staff or teaching assistants to support them specifically for this group of children and situations to provide quality education and to be supported in chronic health care and management, which does not belong to their competences.

Keywords: Chronic health conditions, health literacy, chronic disease management, preschool education.

4. Sociology of education, conflicts and mobilities

Session Chairs Prof. Jannick Demanet - Prof. Adriana Aubert Simon

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Speechless language education (?). When children of the German minority in Poland are hostages of interstate relations.

Introduction

Since the beginning of 2021, children of the German minority in Poland are victims of direct discrimination by the Polish authorities in the area of minority language education. This is one of the rare cases in Europe after 1989 of systemic discrimination against children of a national minority, stigmatizing this group in comparison to other recognized national and ethnic minorities in Poland.

The rationale for the study is twofold: on the one hand, the author, as an expert directly involved in minority matters in Poland, has direct insight into the group processes. On the other hand, the research conducted on the German minority enables the diagnosis of the most pressing problems of this group and the development of a foresight for future action *that need to be taken into consideration*.

The theoretical framework covers the method of sociological intervention (Touraine 1978/1981), which puts the theory of actionalism into practice. The aim of the method used is to bring to light and analyze social relations in order to identify the various dimensions that structure the actors' actions.

The main research question posed concerns the structuring of social actions in response to direct discrimination against the German minority. The specific research questions concern the ability of the studied group to effect change by organizing around shared core values (here: language); what emotions accompanies these social actions? what is the effect of the undertaken group actions?

The author will also present the mechanisms of educational exclusion of the aforementioned group and the group's struggle strategies to restore the situation before 2021.

Methodology

Presented sociological research is based on the method of sociological intervention, participatory observation and in-depth interviews conducted in 2021 among members of the German minority in Poland.

(Preliminary) Results

Due to the ongoing process of discrimination against the German minority in Poland, the results of the presented research cover the period until the end of 2022. Preliminary findings indicate increased group mobilization and awareness of core values, resulting in concrete actions in the educational, political and identity spheres. The research revealed an increase in the political self-organization and empowerment of German minority leaders. One of the most interesting research observations is the increase in networking, expressed in the cooperation of minorities, local government bodies, NGOs, political parties (in Poland and, for example, in Germany), the academic circles, the economic environment and parents of children learning German as a minority language.

Keywords: German minority, discrimination, language rights, sociological intervention.

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The Attractiveness of Education at European University for Ukrainian Students During the Russian-Ukrainian War (on the example of the Vrije Universiteit Amsterdam)

The attractiveness of modern European for Ukrainian students raises traditional questions about its participation in ensuring the stability of the European educational space in response to Russian aggression against Ukraine, namely: how to survive the university itself and help Ukrainian youth to do it; what problems and educational risks exist in unstable crisis conditions; which educational technologies to use. In the context of the concept of new normality, the university's attractiveness is determined by its response to new modern challenges, one of which is the provision of educational services to war refugees.

The continuous structured interview conducted by the author with Ukrainian students (in December-January 2023, 80% of those who studied at Vrije Universiteit Amsterdam were interviewed) allows to identify a number of problems in their life activities. The authors' use of three interrelated approaches - process, situational and systemic - allows to clarify problem areas in the life of Ukrainian students and to propose functional, structural, institutional changes in the university to ensure its attractiveness in conditions of unpredictability of the future as a new normality. The interview included the following main blocks:
- About personal experience of being in foreign country during war at home;
- Evaluation of spent time in Amsterdam and Vrije Universiteit;
- Comparison of education process in Ukraine and in the Netherlands;
- Communications strategies;
- Opportunities and experience to combine study and work;
- Plans on future

The results of the study made it possible to determine aspects of education that reduce the level of satisfaction of Ukrainian students and affect their success; anxiety factors; what do refugee students from Ukraine lack the most; students' plans for studying; wishes for students studying / planning to study abroad. Advice on improving the quality of education, improving the communication system with Ukrainian students, the conditions of their studies and life during their stay in the Netherlands has been developed. This experience can be extended to other European universities that have accepted / are ready to accept Ukrainian youth.

Keywords: attractiveness of the university, Ukrainian refugee students, quality of education.

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Citizenship Education in Post-conflict Societies

Introduction

The training for active participation in political life on the local and global levels became the most current question. Its importance was revealed as significant, particularly in the circumstances of pandemics. Political education and citizenship thematic has been a particularly challenging issue in postconflict societies. The main problems of postsocialist countries relevant to our discussion are a weak civil society and a low level of political participation, therefore at the forefront of this issue comes the question of the process of designing and structuring the citizenship education curricula.

Research question

How citizenship education curricula has been shaped in the post-conflict and post-Yugoslav societies?

Theoretical framework

The theoretical basis of this approach will be based on findings that the concept of the civil sphere, mediating between individuals and state, is not entirely applicable to former socialist societies have not been taken into serious consideration so far (Narozhna, 2004: 295; Vladimirovna and Borisovna, 2015: 190). Furthermore, the theoretical framework will be based on some new theorizing about the postsocialist and Eastern concepts of civil society.

The rationale for the study

The problems surrounding the process of designing the citizenship education curriculum and the options available to the decision-makers and curricula designers in terms of tackling the conflict-related topics in the citizenship education programmes in post-conflict societies could be a significant contribution to the improvement of both quality and equity within the wellbeing. Therefore, the need for improvement and more efficient citizenship education curricula in post-conflict and post-Yugoslav spaces based on analysis of the existing curricula comes as a significant contribution.

Methodology

The methodology of the study is based on critical curriculum analysis which is focused on designing the civic education curriculum rather than relying solely on the content taught itself (Apple et al., 2009; DeJaeghere, 2009; Giroux, 1980; Johnson and Morris, 2010).

Preliminary results

Preliminary results of the critical curricula analysis tell us that there are problems both in the citizenship curricula designing process and the structure of the curricula themselves. They are related to the problems surrounding the concept of citizenship in the postconflict societies of the former socialist countries and the social and political circumstances in these countries.

Keywords: citizenship education, critical content analysis, curriculum studies, post-conflict regions, post-socialist regions, former Yugoslavia.

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Reasons (for wanting) to leave. A qualitative study exploring the intention to leave the teaching profession in Croatia

Introduction

Teacher attrition as one type of teacher turnover is gaining more importance in the European Union. Many EU countries face issues related to the attractiveness of the teaching profession including teacher shortages for certain subjects, shortages in some geographical areas, ageing of the teaching population, high rates of early-career teacher attrition etc. The main aim of this paper is to examine reasons for the intention to leave the teaching profession in Croatia. The decision to stay or leave the profession is a result of the relationship between teachers and the structural reality in which they find themselves (Kelchtermans, 2017). However, this reality is complex and multi-faceted. According to the socialecological model, factors that contribute to this decision are multi-level. These include individual, interpersonal, institutional, community and policy-level factors (Zavelevski and Lishchinsky, 2020). The adapted social-ecological model is used as a framework in analysing reasons contributing to teachers' intention to leave the teaching profession but with a special focus on possible gender differences. Although numerous studies regarding leaving teaching have been conducted in various countries, their results may not be applicable to the Croatian context due to differences in social

and educational context. Furthermore, the social-ecological model was not utilised enough in research on leaving teaching and gender differences related to leaving teaching were not examined thoroughly.

Methodology

A qualitative study was conducted in Croatia from February to September 2022 using a combined method of narrative and semi-structured interviews to examine the reasons for leaving the intention to leave and for staying in the teaching profession. Interviews were conducted with three groups of upper secondary school teachers (N=22): those who want to remain working as teachers, those who are considering leaving, and those who left the profession. Qualitative content analysis was carried out on the collected data with a focus on the multi-level reasons contributing to the intention to leave teaching.

(Preliminary) Results

Guiding the analysis with the adapted social ecological framework, the results show push and pull reasons in individual, interpersonal, institutional and policy-level context. Furthermore, the results show the complex relations and dynamics of reasons related to the intention to leave and especially regarding reasons related to female teachers' work and family life.

Keywords: Teaching profession, teacher attrition, intention to leave, gender differences, social-ecological model.

5. Dagmara Moskwa

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The Second World War in Russian History Education after 2000. Theory vs. practice

Introduction

In this very paper I will reconstruct the historical narrative of the Second World War in leading Russian middle school textbooks (publishing houses Prosveŝenie and Drofa) published after the year 2000 (V.Putin presidency). I will show how textbook narratives are linked with official Russian politics of history. Moreover, I will also analyse empirical material from interviews conducted with middle school history teachers in Moscow (2018) and show if and to what extent the teaching community affects ways in which knowledge about the Second World War is transmitted. Three levels comparison of the image of the World War II:

1. Russian history textbooks of two leading publishing houses Prosveŝenie and Drofa (16 textbooks)

2. World history textbooks of two leading publishing houses Prosveŝenie and Drofa (6 textbooks)

3. Statements of history teachers (8 semi-structured interviews).

Theoretical framework

The expression "politics of history" is used here to mean an intentional use of the past by political memory actors (state authorities, institutions operating under the auspices of the state, politicians) in order to shape and sustain certain interpretations of history in society. A major component of this form of politics of history is school history education (D.Moskwa definition).

Research questions:

• What narrative of the Second World War do the analyzed textbooks contain?

• How does the narrative of the war conveyed in national history textbooks compare to that presented in world history textbooks?

• Do teachers use textbooks while preparing history lessons and what kind of narrative of the war do they create?

Rationale for the study

The value of the project is to compare the vision of the war reflected in Russian middle school textbooks with the practical perspective. I will attempt to show how the Russian Federation is expanding control over history teaching and why this policy is not always socially effective.

Methodology

1. A qualitative analysis of history textbooks and documents.

2. A qualitative analysis of the empirical material derived from semi-structured interviews conducted with history teachers at middle schools in Moscow. Nonprobability sampling was used. Teachers were selected by the following criterion: teaching history at Moscow middle schools. Method of the selection of the sampling: snowball-method.

Preliminary results

• The history textbook narrative about the war is centered around Russian national history.

• The analysis of the Russian History and World History schoolbooks revealed that the narrative they contain is one of success.

• The narrative of success is much more apparent in Russian History than in World History publications.

• All of the teachers confirmed that they do not use school textbooks.

Keywords: Great Patriotic War, historical education, politics of history, Russia, Second World War.

6. Adriana Albuquerque

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Going through it? School-effects on the primary school trajectories of Afrodescendants in Lisbon

Introduction

Research about school effects has found that the social and ethnic makeup of a school have a considerable role in predicting student outcomes, despite ethnic composition losing some, or all, of its explanatory power once social composition is controlled (Dumay & Dupriez, 2008; Teltemann & Schunck, 2016; Agirdag, van Houtte & van Avermaet, 2012; Sykes & Kuyper, 2013). Additionally, children from disadvantaged ethnic backgrounds (Portes & MacLeod, 1996) are more affected by school composition, be it ethnic (Cebolla-Boado & Medina, 2011) or social (Dronkers van der Velden & Dunne, 2012). Despite this, few studies have analysed the impact that the post-colonial status of some diasporas has in their school careers. In Portugal, research suggests that students from former African colonies have lower outcomes than other migrants and natives (Seabra, Carvalho & Ävila, 2019; Almeida et al., 2021), but little is known about their sensitivity to school-effects. What chances do children of immigrants have of successfully completing primary education, compared to their native peers of similar social backgrounds? What is the impact of social and ethnic school composition in these chances? Do Afrodescendants have a similar chance to other children of immigrants, and are they differently affected by school composition?

Methodology

Official education statistics for the last stage of primary education in the Lisbon area, where most immigrants live, were analysed for a cohort of students (n=12.207) from a random sample of schools proportionally selected by composition strata (n=80). We tested two hierarchical logistic regression models (one for all children of immigrants, another for Afrodescendants). Our outcome variable was a binary indicator of school success. Our level-1 predictors were binary indicators of migrant background, parental education, gender, and free school meal status. Our level-2 predictors were the proportion of migrant students and of parents with at least secondary education completed, as well as school size. The moderating effects of student-level parental education, school-level parental education and school-level ethnic composition were also tested.

Preliminary results:

Our results fall in line with the immigrant paradox thesis (Dimitrova, Chasiotis & van de Vijver, 2016), which poses that migrants with highly educated parents have a lower chance of succeeding than their native peers, but those whose parents have low educational levels have more chances of succeeding. Preliminary results also suggest that Afrodescendants are differently affected by school-level predictors, and benefit more from being in schools with medium levels of social and ethnic diversity.

Keywords: School-effects; children of immigrants; student performance; post-colonial diasporas.

7. Agnieszka Balcerzak

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#sexedpl or Education at the Heart of an Ideological War. Bottom-up Educational Formats on Sexuality and Reproduction in the Current Polish Context

Sex education has long been a contentious issue in Poland transforming schools into places of a strong cultural dispute, with liberals pushing for more comprehensive teaching in schools but conservatives arguing that it should be up to parents or the state to decide what their children learn (Kościańska 2021). Since 2017, the sex education curriculum in Poland underwent heavy alterations under the Poland's national-conservative government. As part of PiS's drastic educational reforms, the curriculum of the existing "family life" classes was changed in line with a conservative, Catholic agenda in order to indoctrinate children with traditional family ideologies and criminalize sex education. Human Rights Watch (2022) claims that the Polish school curriculum for sex education includes "misinformation about reproductive health and sexuality and perpetuates myths and discriminatory stereotypes rather than providing evidence-based sex education in line with international and regional standards". Only in 2022, the education minister, Przemysław Czarnek, twice tried to pass bills that would increase the power of regional school superintendents appointed by the education minister over school principals, allowing them to ban NGO-led activities in schools. Currently, sex education is still not compulsory in Polish schools and the quality of instruction varies greatly, while pupils increasingly complain about the presence of gender stereotypes, homophobic and anti-abortion elements. In some cases, schools fail to organise adequate courses and this vacuum is often filled by NGOs dispensing sex education classes in schools or providing information and counselling online or in informal extracurricular settings.

The presented paper at the intersection of sexuality, education and media studies takes these bottom-up NGO-led education formats as a starting point to ask about the condition, forms and impacts of sex education in the current Polish context. Based on ethnographic discourse and media analysis, two examples are presented: #sexedpl, a broad multimedia platform founded 2018 by the Polish model Anja Rubik offering comprehensive, age-appropriate education in the field of human rights, gender equality, and reproduction (Rubik 2018); and Ponton Group, an informal cluster of volunteer sex education providers since 2002 affiliated with the Federation for Women and Family Planning FEDERA (Synakiewicz/Grupa Ponton 2017), the sole providers of comprehensive, objective and compliant with scientific knowledge sex education in many places in Poland. Drawing on theoretical approaches to practice theory (Reckwitz 2003), knowledge production and power relations (Foucault 2004), and the politics of aesthetics (Rancière 2004), the contribution explores the contents, formats and media of NGO-led sex education provision reaching from running workshops at schools and appearing in the media, at congresses and art events over publishing articles, reports and reviews to offering advice online, via social channels and helplines. The paper situates the (trans)forming discourse on sex and reproduction education by analysing the bottom-up educational formats as (1) articulations of new standards within the prevailing education system and their providers as potential idea generators of new education approaches, based on facts and knowledge, self-awareness, inclusivity and wellbeing in relation to

reproductive health and sexual identity; (2) tools of knowledge-centred and progressive educational power, and (3) expressions of civil solidarity and protest for comprehensive and objective education on gender, sexuality and reproduction and their implications in times of ideological wars, uncertainty and political crisis of democratic systems.

8. Antigoni Alba Papakonstantinou

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Humanitarian studies: Reasons for enrollment and students' expectations

Introduction

The present study focuses on the choices around university studies, as well as students' aspirations concerning their professional integration. More specifically, we tried to investigate the reasons of Greek students enrolling in humanitarian or social studies (why) and their expectations regarding future employment (what).

Humanities and social studies are scientific fields that do not provide easy and quick professional integration to graduates (OECD, 2018). Especially in Greece, the level of unemployment in these fields is significantly higher compared to other fields of study and one of the highest ones across Europe (IOBE, 2018; Gavalakis et al., 2019). Based on these facts, it is of great interest to examine the reasons that students choose to study in these schools, the level of awareness in making this choice, as well as their professional plans. So, the following questions were asked:

1. What are the reasons for studying at the university?
2. Why choose human or social studies?
3. What are the students' expectations regarding their professional integration?

Our theoretical framework is based on cultural and social capital theories (Boliver, 2013; Bourdieu, 1977; Lin, Cook & Bert, 2001) .

Methodology

In order to answer the above research questions, we opted for a qualitative approach. 18 semi-structured one-hour interviews were conducted with graduate students of humanities and social studies. Data collected was analyzed through thematic content analysis.

Results

Most of our participants state that attending university was a choice enforced to them by their parents, who believed that higher education would better secure their children's professional future. Human or social studies were selected by most participants for two main reasons: either because of the content of these studies, or because the participants expected that following their graduation it would be easy to secure a job in the public sector. Finally, the students that participated in the interviews appear to be disappointed regarding their professional integration, they do not have specific professional plans and they believe that professional rehabilitation is more a matter of social networking, rather than the result of a proper choice of field of study or specialization.

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Transition from teaching to learning. Lessons learned from the process of MOOC creation on the basis of the ACTISS project

Introduction

The covid pandemic has revealed many of the problems the academy has been facing. Sudden transition to remote teaching caused many challenges, especially on the students' side of the process. In our educational practice we observe they often have knowledge gaps at the start of their studies, problems with motivation and with long attention spans. It could influence students' relations with academic institutions - from problems at the level of particular courses to dropout. It seems that after returning to face-to-face education, we need to rethink the way of teaching and construction of the educational process. On the other hand, the creators of MOOCs have been working with similar challenges for years. Here, the character of the educational process itself requires paying special attention to motivating the students, picking the right form of each message and creating varied, usually short materials. Special care is also paid to avoid excluding anyone from the educational process. We want to juxtapose these two perspectives and experiences - of a classic academic teacher and a creator of MOOCs.

Research questions

We want to deal with the general question of how creating MOOCs could change the vision of higher education. How do the highly-structured design process and design rules for MOOCs translate to everyday practice of university teachers? How to increase motivation of students in a parallel way the MOOC learners are motivated? What types of content and material composition will activate students?

Theoretical framework

We are starting from the concepts related to educational decisions, theories of students' persistence and dropout (e.g. Tinto 1975, 1988, 1993). We also refer to classic motivation theories on learning (e.g. Bandura 1977, Deci & Ryan, 1985, 2000).

Rationale for the study

The presentation will be based on the experiences and data from the Erasmus+ project Action for Computational Thinking in Social Sciences (ACTISS). It is a MOOC program on social computation at an introductory level addressed to learners of social sciences who have no working knowledge of advanced mathematics and gives them an opportunity to peek over the fence built of fears, stereotypes and lack of practice. Thanks to that experience we had a unique opportunity to reflect on our preconceptions about the educational process typical for traditional academic teaching and contrast them (in practice) with the practices related to MOOC production.

Methodology:

We are using autoetnography for the teacher perspective on the comparison of MOOC design process (4 MOOCs created on Futurelearn platform between 2019 and 2022) and university teaching practices. We are also using the digital traces of educational experiences of over 4000 learners who participated in the courses that were created during the project. Data that was collected relates to student experiences, persistence, evaluation of certain course elements etc.

Preliminary Results:

The main insights from the processes we will describe relate to the notion of teaching-learning transition and shifting the focus from what we teach to what students are doing. It requires, among others, a different

approach to the structuring of classes and courses, application of keep-it-simple rule, using storytelling and visual aspects as elements of teaching/learning. We want to share those ideas and discuss some lessons we have learned throughout the process and their possible applications for constructing learning experiences in traditional university classes (both classroom and remote).

10. Jane Arnfield

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Ten To Ten

Armfield's presentation will draw on results of research which Arnfield undertook during her Leverhulme Trust International Academic Fellowship with the Centre for Biographical Research and Oral History (University of Łodz, Poland). Research which formed the basis of Ten to Ten a series of choral productions performed at sites across the Łodz. Arnfield was commissioned to produce a performance on four often hidden to the public sites of historical significance part of the 75th commemoration of the liquidation of the Łodz Ghetto. The libretto developed by Arnfield for Ten To Ten was based on the writing of Holocaust survivor of the Łodz Ghetto Chava Rosenfarb, the poetry of Czeslaw Milosz, and developed through using the educational toolkit Arnfield originated with The Forge UK https://www.intheforge.com/portfolio-item/the-tin-ring/ Suitcase of Survival (SOS) workshops Arnfield ran with young, adult patients (18-25yrs) who were all recovering from forms of addiction at the MONAR rehabilitation centre in Łodz., https://www.intheforge.com/portfolio-item/suitcase-of-survival/ Pre-WWII, Łodz was home to the second-largest Jewish community in Poland, but today the city has almost no Jewish residents and is notably mono-ethnic, its past histories revealed primarily through low visibility static monuments. Arnfield worked with multiple stakeholders to disrupt traditional modes of encountering history as mediated through fixed textual archives, monuments, and designated days. Instead, Arnfield sought to demonstrate the value of performance and the arts as an engagement with the past and its subsequent definition. Arnfield collaborated with genocide survivors in London and New York, historians, educationalists, and trauma experts, to scrutinise how archival materials and significant sites of trauma can be performed and (re)imagined, helping present-day residents of and visitors to Łodz, explore and make sense of the city's complex historical past.

11. Gözde Okcu

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A conceptual overview on life skills education

Background

Life skills is one of the most common approaches in the field of social work and education as well as prevention and health promotion, especially in the work with children and youth. With the aim to address social inequalities, life skills education is recommended by the WHO to the World Bank, UNICEF, global and national education policies, implemented and scientifically evaluated in hundreds of countries. However, a stand-alone life skills theory doesn't exit to this day, despite several contributions in developing conceptual frameworks. Without a theory driven implementation, the long-term effects on the reduction of social inequalities stay merely as assumptions.

Objectives and Methods

The aim of this research is to critically review and evaluate existing theoretical references, conceptual frameworks as well as premises and assumptions of the life skills approach and so to open the space for

discussing what a life skills theory could be like. For this purpose, in the first phase, an extensive literature review is conducted, which aims to map life skills discourse streams and their conceptual structure.

Findings

The preliminary findings indicate three discourse streams within life-skills practice and research: quality school education, health promotion and prevention, adult education. Further, a series of normative assumptions on causal relationship between risk-behavior, social-emotional skills and social environment are identified. These assumptions are partly contradictory, hardly backed up scientifically and the tense relationship between them is barely a subject of discussions in life skills discourses.

12. Tamara Mkhitaryan
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Parental choice of educational path: why are there so few girls in STEM?

Despite the visible modernization transformations of Russian education in the 20th century, gender inequality in Russian secondary education remains one of the urgent issues to this day. Gender inequality is one of the factors of educational exclusivity, closeness and hierarchy. The theoretical grounds for arguing this are intersectional and cross-sectional theories of gender inequality, which consider educational inequality as a complex heterogeneous phenomenon: different social groups face different gender barriers and opportunities. They are not always identified against the background of general figures, but the case study methodology approach helps to highlight them more noticeable. The report will consider a parental choice filled with gender stereotypes that predetermines the girls' further educational strategy.

In May 2019, was conducted a web survey (N=1160). The key question in assessing parents' perceptions of their daughters and sons abilities was: "In your opinion, if your child became interested in assembling a radio receiver, would he cope with this task?". The results demonstrated that parents rate the ability of their sons to perform a technical task higher than the ability of their daughters. A comparison of parents with different socio-demographic and other characteristics revealed that in none of the cases did the parents rate the abilities of girls higher than those of boys. However, there were categories of parents who tended to equally treat their sons and daughters' opportunities in the technical field. They were fathers; parents with complete secondary and incomplete higher education; parents involved in the educational activities of their child - attending additional circles with the child and helping them with homework; parents who believe that a predisposition to the technical field is not the most important factor for the success of a child, as well as parents who find the importance of technical competencies in a person's daily life.

13. Dominika Kuna
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The right to education - equality of opportunity or equality of outcome? The problem of inclusive education

The right to education is a constitutional subjective right of every individual human being. The events related to the global COVID-19 pandemic, the war in Ukraine, the economic crisis, concerns in many regions of the world have caused social differences in the perspective of the right to education to widen dramatically (Soltysiak, Zelazko 2021). It becomes fundamental to find an answer to the question in which direction the change is taking place and what interpretation can we give to equality in access to education? It is fundamental to find an answer to the question of what is now the basic criterion for the right to education: equality of opportunity or equality of outcome? Has education - during the crisis - become freedom or equality? What is

the significance of education today in the human rights catalogue? The solution to this dilemma can contribute to strengthening research on inclusive education.

According to Article 70 of the Polish Constitution, everyone has the right to education. Public authorities shall ensure that citizens have universal and equal access to education. Its content is the possibility of acquiring knowledge, education provided in structured forms, in a regular and continuous manner, covering basic education as well as specialised knowledge, uniform throughout the country. The universality of education means that every person subject to compulsory education must have the opportunity to study in a public school unless he or she chooses to take advantage of the offer of non-public schools. Equality in access to education is the implementation of the general principle of equality and freedom (Articles 32 and 33 of the Polish Constitution).

Education builds the resilience of society and shapes its well-being. Education as a basic pedagogical category nowadays is seen as a tool for the development of the individual and society (Blumsztajn 2019). Equality of opportunity in education is one of the pillars of educational policy. However, it does not have a pedagogical content, but is a backdrop for the failures of systems that are not still unable to ensure equality of access to educational program, which fills the problem of inclusive education. This therefore excludes children within civic participation and affects the building of an informed democracy (Szczepska-Pustkowska 2011). Hence, social equality is still a huge challenge (Jacyno, Szulżycka 1999). This is because difficulties are caused by definitional problems and their subsequent verification. This leads to the emergence of the outcome criterion, which may become a desirable tool used in education.

During the presentation, I would like to present the results of a comparative argument based on theoretical research, considering the available research related to education and its outcomes during the pandemic. The presentation will draw on publications from the fields of law, sociology, philosophy and pedagogy.

Preliminary results of the research conducted indicates that equality is an expression of protest and social justice in the face of crisis. The results of the research indicate that it is legitimate to examine educational outcomes in accordance with the principle of differentiation (Rawls 1994).

Keywords: equality, right to education, pandemic, inclusive education

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Overcoming the Obstacles: How did disadvantaged immigrant students achieve to finish high school?

Introduction

According to PISA and TIMSS studies, immigrant children perform worse than children from the host community. Furthermore, migrant children have a lower enrollment rate and much higher absenteeism and dropout rates (OECD, 2010, 2012, 2015). Many educational sociologists' studies, such as Bourdieu (1990), Bourdieu and Passeron, Bernstein (1971), and Coleman (1966), show that the socioeconomic structure and cultural characteristics of the family, rather than intra-school factors, are the most important factors in educational success. Many studies show that migrant children's school attendance and success are impacted by a variety of factors such as language barriers, isolation, and economic challenges. In Turkey, for example, while the enrollment rate of migrant children at the primary school level is around 80%, it drops to 40% at the high school level and 10% at the senior high school level. Despite these obstacles, a small number of migrant children have been able to attend selective schools. The purpose of this research is to determine how migrant children who attend selective schools overcome and maintain their success.

Research question: Despite these disadvantages, how do immigrant children manage to continue their education at selective high school? What are the key factors behind their success?

Method

The purpose of this study is to understand the reasons and motivations behind the success of migrant children through qualitative research. Participants are chosen from students in the 12th grade at Highly Selective High Schools. A semi-structured questionnaire is used to collect data. The in-depth interviews will continue until they reach a saturation point. It is expected that approximately 15-20 students will be interviewed. Thematic analysis will be used to analyze the collected data.

Preliminary findings

Successful migrant children have a very positive relationship with their mothers, and the mother closely follows, supports, supervises, and motivates all of the children's processes beginning in primary school. Furthermore, the presence of a successful sibling or cousin motivates and receives support from these children when necessary. In the absence of a parent (usually the father), the support of relatives and neighbors keeps the family from falling into deep poverty and encourages children to attend school. Successful migrant students have a small circle of friends and their mothers strictly monitor their children's social circles, allowing them to engage only successful children. It is critical to have teachers who are qualified and who treat children well. These teachers encourage and support students in overcoming the many challenges they face at school.

Keywords: immigrant children, educational success, language barriers, thematic analysis.

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