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Uniwersytet Papieski  
Jana Pawła II  
w Krakowie

The Pontifical University of  
John Paul II in Krakow



University of Debrecen  
Faculty of Education for  
Children and Special Education

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## Book of Abstracts

# Education in the Family ~ Family in Education ~ V.

**Faculty of Social Sciences of the Pontifical University of  
John Paul II in Krakow, Poland**

**University of Zadar, Croatia**

**Faculty of Education for Children and Special  
Educational Needs of the University of Debrecen,  
Hungary**

**2025**



## **Book of Abstracts**

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**Education in the Family ~ Family in Education V.  
International Conference on Family and Education**

**Krakow, 16-17th May 2025**

**Faculty of Social Sciences of the Pontifical University of John Paul II in  
Krakow**

**University of Zadar**

**Faculty of Education for Children and Special Educational Needs of the  
University of Debrecen**

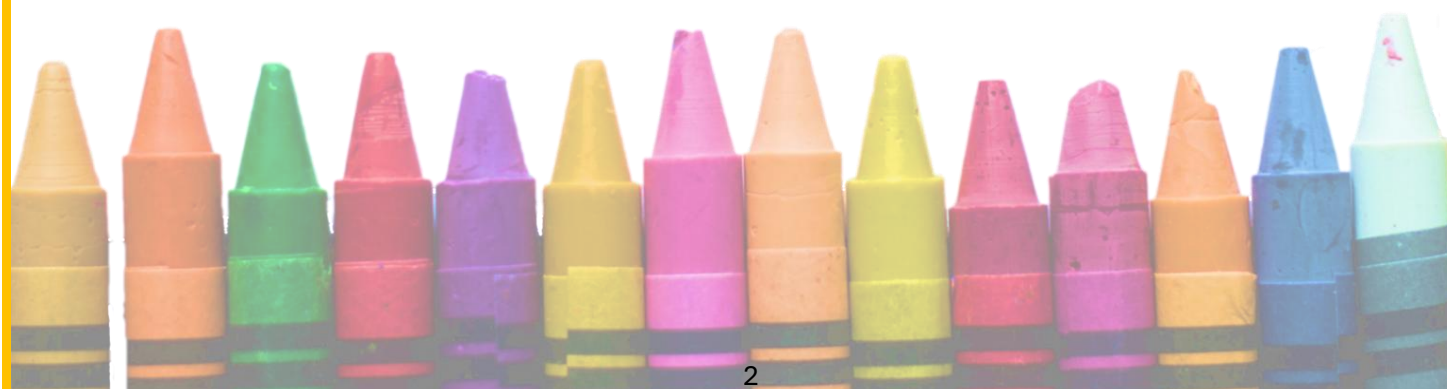
**2025**

**Editors: Erzsébet RÁKÓ, Grzegorz GODAWA and Arkadiusz KRASICKI**

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**Publisher: University of Debrecen**

**Faculty of Education for Children and Special Educational Needs**



# Book of Abstracts

*Education in the Family ~ Family in Education V.*

## Conference Venue

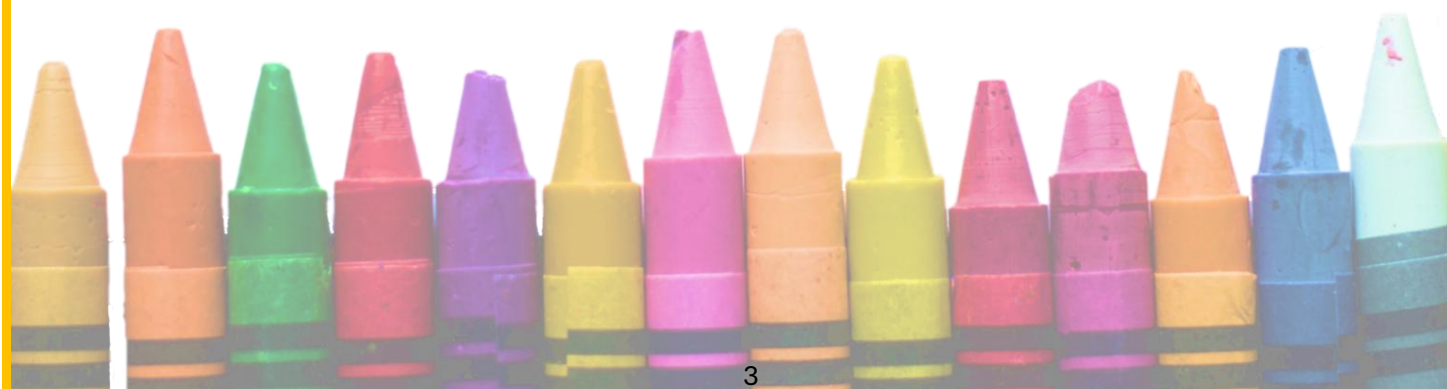
Faculty of Social Sciences of the Pontifical University of  
John Paul II in Krakow

## Partners

Faculty of Education for Children and Special Educational Needs  
of the University of Debrecen  
H-4220 Hajdúböszörmény, 1-9 Désány István Street  
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University of Zadar  
ul. Mihovila Pavlinovica, 23000, Zadar  
<https://unizd.hr>

**Conference partner: The city of Krakow**



# CONFERENCE PROGRAMME

**16th May – Pontifical University of John Paul II, 10 Bobrzyńskiego Street,  
30-348 Krakow**

**08.30-9.30 – Registration**

**9.30-10.30 – Opening Session**

**Rev. Robert Tyrła**, prof. PhD, hab., Rector of The Pontifical University of John Paul II in Krakow

**Paweł Włodarczyk**, Honorary Consul General of the Republic of Croatia

**Tibor Gerencsér**, PhD, Consul General of Hungary

**Rev. Grzegorz Godawa**, PhD, hab., associate prof., Dean of the Faculty of Social Sciences, The Pontifical University of John Paul II in Krakow

**Erzsébet Gortka-Rákó**, PhD, associate prof., Dean of the Faculty of Child and Special Educational Needs, University of Debrecen

**Rev. Arkadiusz Krasicki**, PhD, associate prof., University of Zadar

## **Opening lecture**

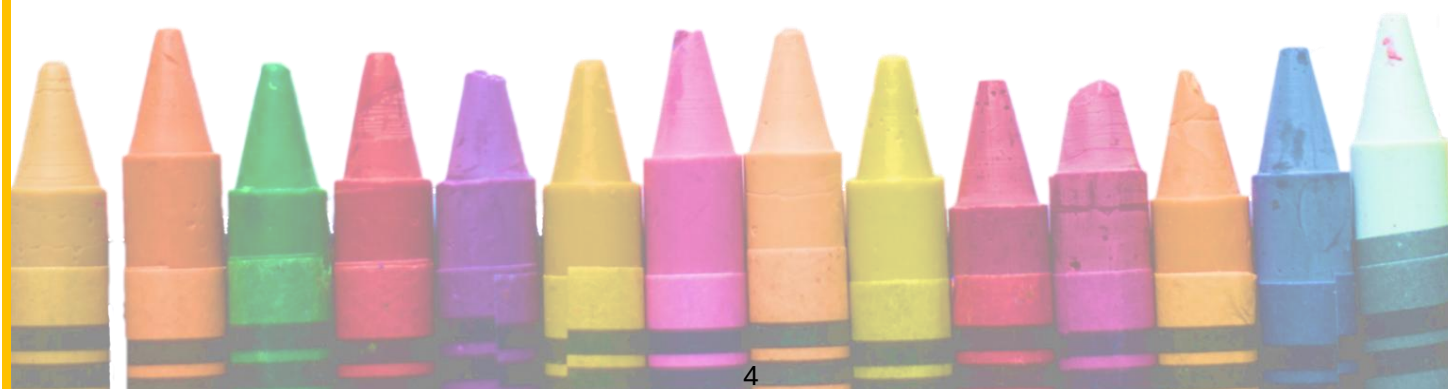
Magdalena Hodalska, PhD, hab., associate prof., Jagiellonian University, Łukasz Buksa, PhD, assistant prof., The Pontifical University of John Paul II in Krakow, *Phubbing in the Family: Exploring the Smartphone Distraction Among Young Adults in China and Poland.*

## **Performance of the regional band**

**11.30- 12.00 Coffee break**

**12.00-13.30 Sections**

**13.30 Lunch**



## Sections:

### I. Education in the Family – Friday 12.00-13.30

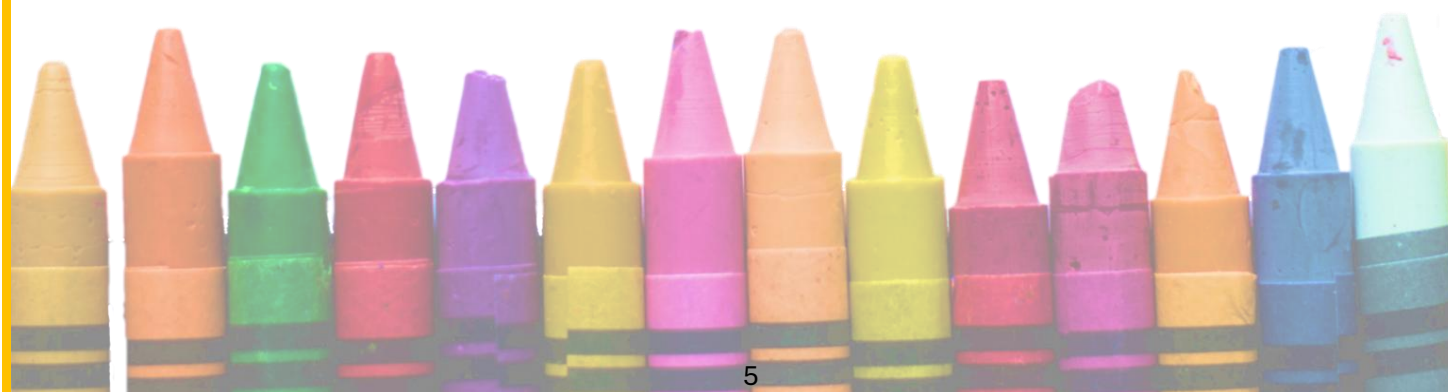
Chair: Elżbieta Osewska, Arkadiusz Krasicki

1. **Elżbieta Osewska**, prof. PhD, hab., University of Applied Sciences in Tarnow, *Education Towards Peace in the Family*.
2. **Arkadiusz Krasicki**, PhD, associate prof., University of Zadar, *Selected Biblical Testimonies of Parental Relationships with Children*.
3. **Damir Šehić**, PhD, assistant prof., Valentin Stuhne, PhD, assistant prof., Barbra Čavlina, MTh, University of Zadar, *The Formation of Conscience in the Family Context in the Era of Artificial Intelligence and the Algorithmic Age*.
4. **Natalia Kiedyk**, PhD, Jagiellonian University, *Opportunities and Challenges of Homeschooling: a Philosophical, Psychological and Pedagogical Perspective*.
5. **Magdalena Ochońska**, PhD, assistant prof., The Pontifical University of John Paul II in Krakow, *Family Education Through Family Genealogy*.

### II. Family in the Educational System - Friday 12.00-13.30

Chair: Ewa Dybowska, Sándor Szerepi

1. **Katarzyna Stania**, PhD, Uczelnia Korczaka – Academy of Applied Sciences, *The Role of the School in the Development of Self-government of Children and Youth*.
2. **Katalin Mező**, PhD, assistant prof., University of Debrecen, *Acceleration Programs in Preschool Education as a Neglected Form of Talent Development*.
3. **Ewa Dybowska**, PhD, associate prof., Ignatianum University in Cracow. *Family and School Collaborating to Build a Safe Educational Environment*.
4. **Grzegorz Godawa**, PhD, hab., associate prof., The Pontifical University of John Paul II in Krakow, *Gratitude in Generation Z: Expressing and Experiencing Gratitude in Selected Educational Environments*.
5. **Sándor Szerepi**, PhD, associate prof., University of Debrecen Faculty of Education for Children and Special Educational Needs, *The Role of Cultural Anthropology in Defining the State of Roma Inclusion in Public Education*.



### III. Social Aspects of Education – Friday 12.00-13.30

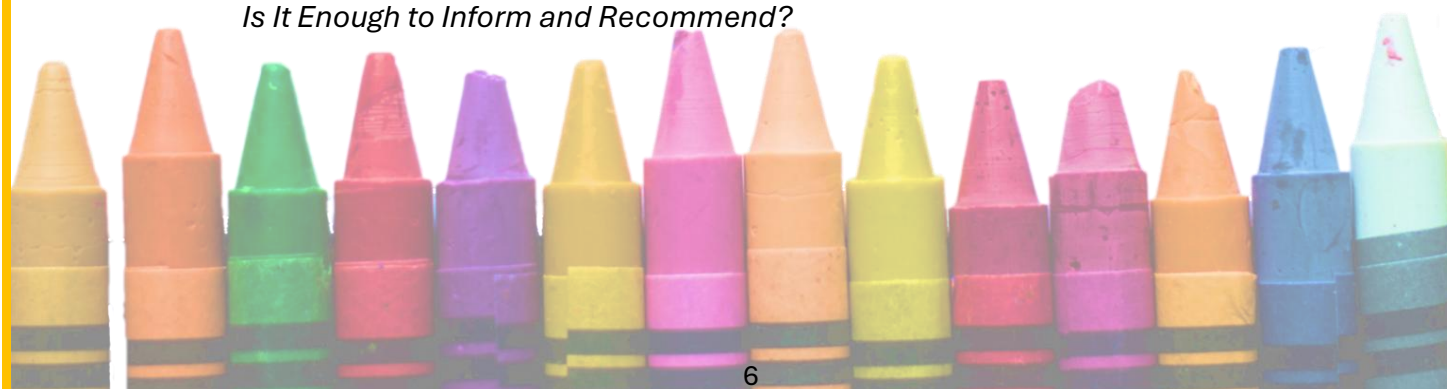
Chair: Mariusz Gajewski

1. **Mariusz Gajewski**, PhD, associate prof., The Pontifical University of John Paul II in Krakow, *Isolated, Controlled, Threatened? Psychosocial Consequences of Children and Adolescents Living in Cult Families: Pedagogical Support for Students and Their Families in Social Integration.*
2. **Marijana Mohorić**, PhD, assistant prof., Eni Turkalj, MTh, University of Zadar, *The Contribution of Christian Education to Strengthening Resilience in Adolescence.*
3. **Veronika Bocsi**, PhD, hab., associate prof., University of Debrecen, *The Patterns of Educational Downward Mobility in Hungary.*
4. **Bartosz Łukaszewski**, PhD, associate prof., The Pontifical University of John Paul II in Krakow, *Family Interactions in the Context of Network Society. Prefigurative Problems+.*
5. **Gábor Biczó**, prof. PhD. hab., associate prof., University of Debrecen, *Linguistic Assimilation and the School Success in Local Roma Communities: Examples from Hungary.*
6. **Monika Pyrczak-Piega**, PhD, associate prof., The Pontifical University of John Paul II in Krakow, *Closeness at the University in the Narratives of Students with Disabilities.*

### IV. Student Section I - Friday 12-13.30

Chair: Anita Galán, Anna Jędryka

1. **Paulina Niemyska**, PhD student, Uniwersytet Kardynała Stefana Wyszyńskiego w Warszawie, *From Eating to Talking - Oral Stimulation of a Newborn with Down Syndrome Supported by Auditory Stimulation.*
2. **Dániel Bodnár**, student, University of Debrecen, *The Role of Professional Communities in Teacher Education in Hungary.*
3. **Anna Jędryka**, student, The Pontifical University of John Paul II in Krakow, *Family and Risky Behaviors in Adolescents.*
4. **Weronika Kamińska**, student, University of the National Education Commission in Krakow, *Invisible Barriers in Learning: Educational Functioning of Adult Children of Alcoholics.*
5. **Monika Rybak**, student, The Pontifical University of John Paul II in Krakow, *Social Workers - Educated but Underestimated.*
6. **Kamil Glazik**, student, Ludwik Rydygier Collegium Medicum in Bydgoszcz Nicolaus Copernicus University in Toruń, *Health Education or Health Facilitation. Is It Enough to Inform and Recommend?*



## Saturday

17th May – Pontifical University of John Paul II, 3 Bernardyńska Street, 31-069 Krakow.

9.00 – Opening speech

9.15-11.00 Sections

### V. Special Education

Chair: Magdolna Nemes, Anna Gagat-Matuła

1. **Erzsébet Rákó**, PhD, associate prof., University of Debrecen, *Foster Care for Children with Special Needs in Hajdú-Bihar County.*
2. **Magdolna Nemes**, PhD, associate prof., University of Debrecen, *The Use of ICT Tools in Teaching English to Learners with Mild Intellectual Disability.*
3. **Anna Gagat-Matuła**, PhD, associate prof., University of the National Education Commission, Cracow, *Autistic School Staff Project, Presentation of the Assumptions of an International Research Project Carried out in Great Britain and Poland.*
4. **Anita Galán**, PhD, assistant prof., University of Debrecen, *Digital Inequalities Among People with Disabilities Based on a Summary of Research Results.*
5. **Natalia Gębka**, MA, Bonifraterska Fundacja Dobroczyzna w Konarach, *Protecting Ukrainians Encouraging Non-formal Training and Education - project presentation.*
6. **Emilia Palankiewicz-Mitrut**, PhD, Szkoła Główna Gospodarstwa Wiejskiego, *The Role of Family in Shaping the Educational and Career Paths of Vocational School Students - Challenges and Support in the Decision-Making Process.*

### VI. Student Section II – Saturday

Chair: Mariusz Gajewski, János Szecskó

1. **János Szecskó**, PhD student, University of Debrecen, *Examining the Work of School Social Workers and School Counselors in Hungary and Romania.*
2. **Emilia Buchalik, Klaudia Markiewicz**, students, The Pontifical University of John Paul II in Krakow, *The Sense of Life of High School Students and Young People Belonging to the Christian Group.*
3. **Urszula Pado**, student, Jagiellonian University, Institute of Sociology, *Foster Families and the Education System – Challenges for Youth and Parents.*



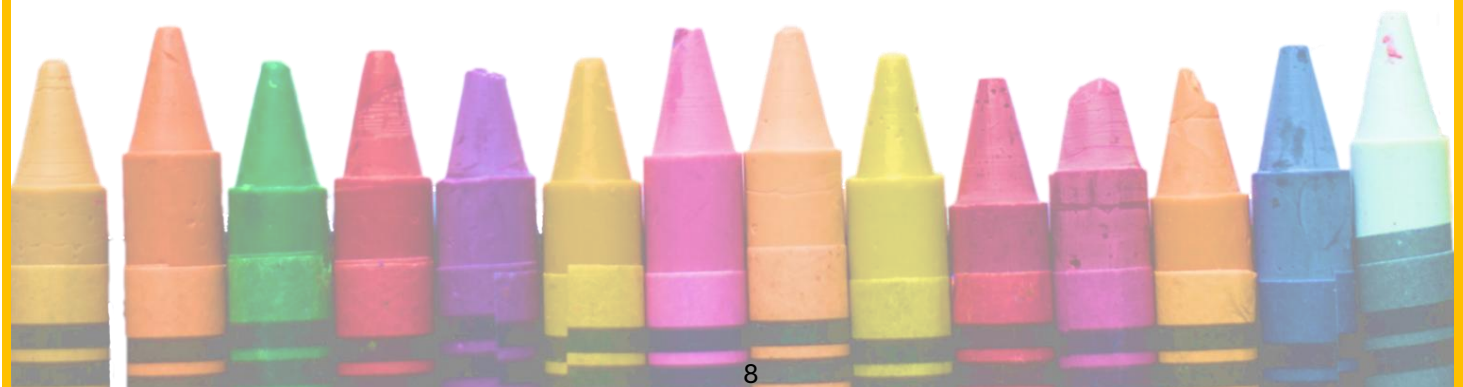
4. **Pendar Fazel**, PhD student, University of Debrecen, *Beyond the Wheel of Life: Integrating Social Dimensions into Coaching with the Wheel of Communications.*
5. **Edita Tamošiūnaitė**, PhD student, Mykolas Romeris University, *Synergy in Developing the Competences of Parents and Teachers to Improve the Quality of Pre-school Education.*
6. **Viktorie Kovářová**, PhD student, University of Ostrava, *Connecting Home and School: A Theoretical Perspective on EEC–Parent Cooperation in the Education of Children Aged 6 to 15.*

#### 11.00 Closing of the conference

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Coffee break

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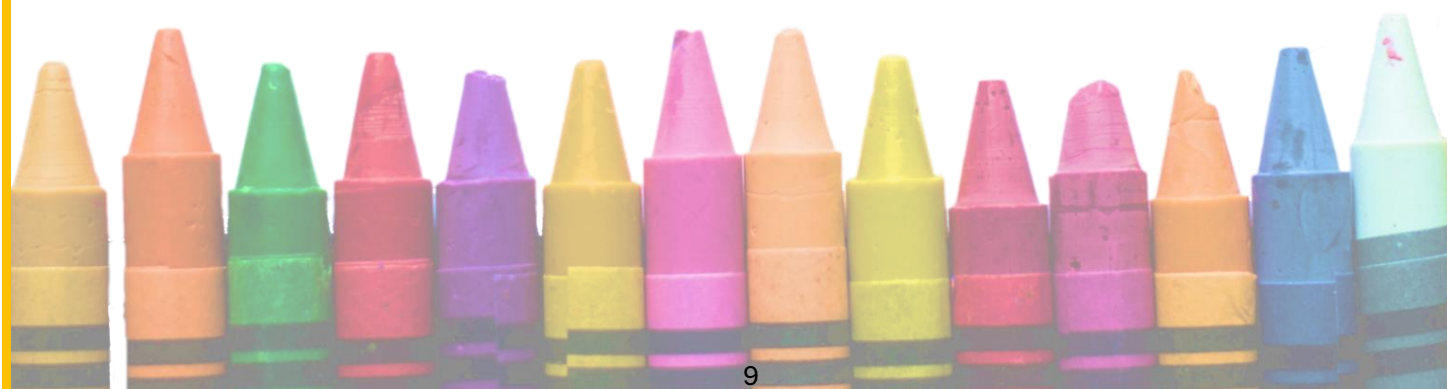
## ABSTRACTS

**Dániel Bodnár**, student, University of Debrecen

### ***The Role of Professional Communities in Teacher Education in Hungary***

Abstract:

Teacher shortage is one of the most relevant topics in educational research. Related studies examine both the causes and the potential solutions (Kocsis, 2003; Mihály, 2010; Stéger, 2023). In this discourse, teacher training and its factors (recruitment, professional socialization) play a crucial role (Tinto, 1975; Weidman et al., 2001; Kovács et al., 2019). The emergence of non-traditional students (Pusztai, 2011), and structural changes in Hungarian teacher training (Szabó, 2024) further shape this research area. For teacher education students, challenges usually arise in intra- and intergenerational relationships (Kovács & Bocsi, 2015), and professional socialization (Kocsis, 2003; Kormos, 2020). Our research examines professional learning communities (PLCs) in formal teacher training as a potential solution to these challenges. These groups fulfil students' social needs, encourage triological learning (Hakkarainen & Paavola, 2009), and induce professional development (Bolam et al., 2005; Hipp et al., 2008). We studied four PLCs in Hungarian universities, conducting three focus group- (12 students) and four individual half-structured interviews. Students were asked about their experiences in teacher education, their communities, and career aspirations. We inspected their social and educational background with a questionnaire. Community staff were also interviewed (4 lecturers, 1 leader) to understand the goals and future plans. The textual database was analyzed with Atlas.ti 7. Findings show that students face challenges similar to those described by prior research. PLCs tackle these through community relationships, reflective learning and the reinforcement of teaching aspirations. Lecturers emphasized the significance of clear objectives and the role of collegial environments in fostering professional socialization.



**Emilia Buchalik, Klaudia Markiewicz**, students, The Pontifical University of John Paul II in Krakow

***The sense of life of high school students and young people belonging to the Christian group.***

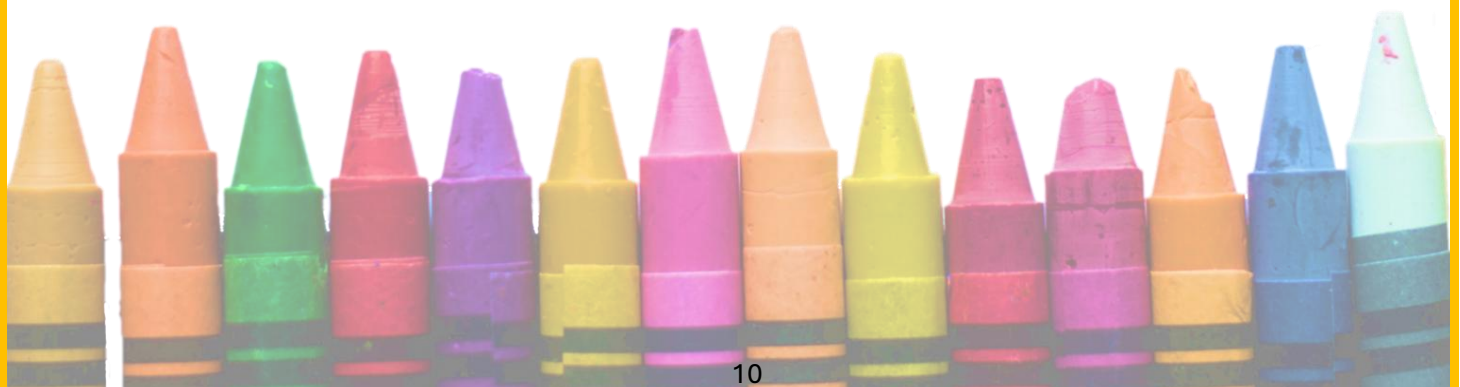
Abstract:

In this presentation, the authors will explore the topic of the sense of meaning in life among teenagers. The aim of the research conducted is to investigate how young people understand and experience meaning in their lives, as well as the factors that influence this sense of purpose.

The topic of life's meaning is increasingly relevant in today's fast-changing and often uncertain world. Teenagers face numerous challenges—emotional, social, and existential—which can make the search for meaning more complex and urgent. Without a clear sense of direction or purpose, young individuals may experience confusion, isolation, and even mental health difficulties. Therefore, exploring how adolescents find or struggle to find meaning in life is both timely and essential.

A key figure in the field of existential psychology, Viennese psychiatrist Viktor E. Frankl, devoted much of his work to the question of meaning. In his theory known as logotherapy, he emphasized that the search for meaning is a fundamental human motivation. His ideas will be discussed in this presentation, as they provide a valuable framework for understanding this topic.

Adolescence is a crucial stage in human development. During this time, young people begin to shape their personal identity, values, beliefs, and goals. These elements are deeply connected to one's sense of meaning. This presentation will highlight how this process unfolds and why the presence—or absence—of meaning can have a profound impact on the well-being of teenagers today.



**Łukasz Buksa** , PhD, assistant prof., The Pontifical University of John Paul II in Krakow  
***Phubbing in the Family: Exploring the Smartphone Distraction Among Young Adults in China and Poland (co-author Magdalena Hodalska)***

Abstract:

This paper investigates the phenomenon of phubbing—when individuals prioritize their smartphones over face-to-face interactions—within family settings, particularly among young adults in China and Poland. Phubbing has a detrimental effect on relationships, leading to feelings of neglect and emotional disconnection. As part of our international #HumanPhone project, aimed at exploring smartphone habits of people living in various continents and cultures, we distributed an online questionnaire to 730 participants in Poland and China. We conducted a comparative analysis of quantitative research on three types of phubbing: during in-person interactions, phone calls, and video calls. Our sample included 367 respondents in Poland (255 women and 112 men) and 363 respondents in China (206 women and 157 men), making the two samples similar in size and gender distribution. Research in Poland was conducted between January 29 and March 29, 2024, while data collection in China occurred from March 25 to May 25, 2024. Our findings revealed an intriguing link between population density and phubbing behavior. Additionally, we observed gender differences: in China, women are more likely to ignore their conversation partners in favor of their phones, whereas in Poland, men exhibit a higher tendency to engage in phubbing during in-person meetings. These findings underscore the necessity of fostering greater awareness of phubbing and promoting attentive communication in family interactions in the digital age.

**Pendar Fazel**, PhD student, University of Debrecen

***Beyond the Wheel of Life: Integrating Social Dimensions into Coaching with the Wheel of Communications***

Abstract:

The Wheel of Life is a widely used coaching tool that helps individuals assess and balance different life domains, such as career, finances, health, and personal growth. While this model includes social life as one of its categories, it treats social relationships as a separate and isolated aspect rather than recognizing them as fundamental to all life domains. This paper critically examines the individualistic bias in the Wheel of Life, arguing that every aspect of life—work, finance, spirituality, and well-being—is inherently shaped by social relationships and community engagement.

Using a conceptual research approach, this study employs theoretical analysis, critical literature review, and comparative model evaluation to highlight this limitation and propose a more holistic alternative. Drawing from social psychology, systems theory, and relational coaching frameworks, we introduce the Wheel of Communications, a complementary tool that visualizes an individual's social connections across different life areas. This model provides a quantifiable and visual representation of relational depth, influence, and accessibility, offering a more socially integrated approach to coaching interventions.

By contrasting the compartmentalized view of social life in the Wheel of Life with the relational perspective of the Wheel of Communications, this paper advocates for a coaching methodology that acknowledges the embeddedness of social interactions in all aspects of life. We argue that integrating relational awareness into coaching frameworks enhances self-reflection and promotes a more interconnected and community-driven approach to personal development.

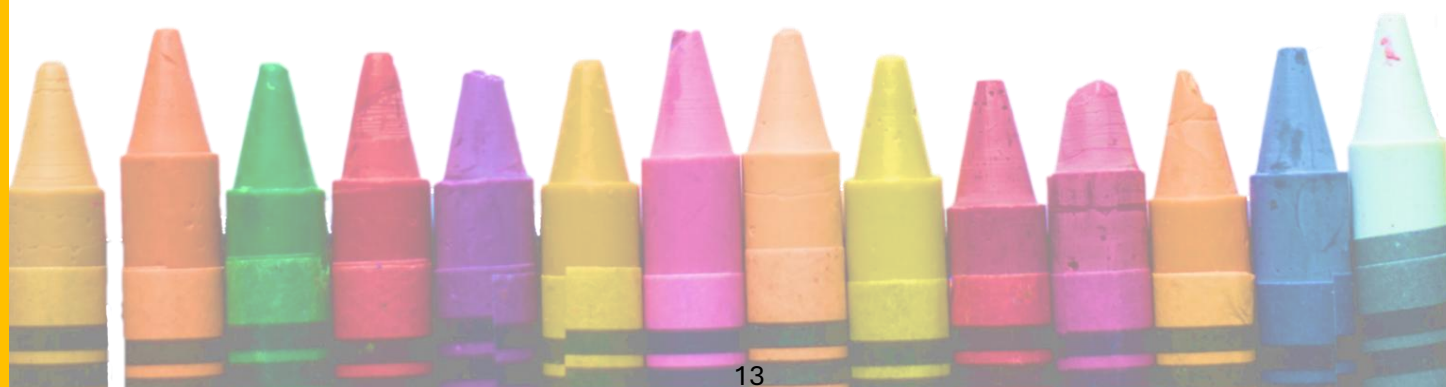


**Anna Gagat-Matuła** , PhD, associate prof., University of the National Education Commission, Cracow

***"Autistic School Staff Project" - presentation of the assumptions of an international research project carried out in Great Britain and Poland***

**Abstract:**

The aim of the presentation is to present the research objectives and preliminary results of the research conducted as part of the research project "Autistic School Staff Project" in Poland and UK. The aim of the project was to examine the strengths of functioning of teachers with autism spectrum disorders in the role of a teacher and to show the difficulties they encounter in the work environment. The results indicate that Autistic teachers in Poland and UK experience a high level of job satisfaction and 'love' for work. They understand the special educational needs of children better and have good contact with them. Autistic teachers in Poland and UK can experience significant sensory issues in schools. Social and communication differences and difficulties with colleagues, management and parents. Fear of disclosure of being autistic. Important contextual and cultural differences relevant to training, career progression and teaching approaches. Multiple barriers across all stages of the life cycle of being a teacher/autistic school staff member. An important task was to determine the forms of support and adjustments.



**Mariusz Gajewski** , PhD, associate prof., The Pontifical University of John Paul II in Krakow

***Isolated, Controlled, Threatened?***

***Psychosocial Consequences of Children and Adolescents Living in Cult Families: Pedagogical Support for Students and Their Families in Social Integration***

Abstract:

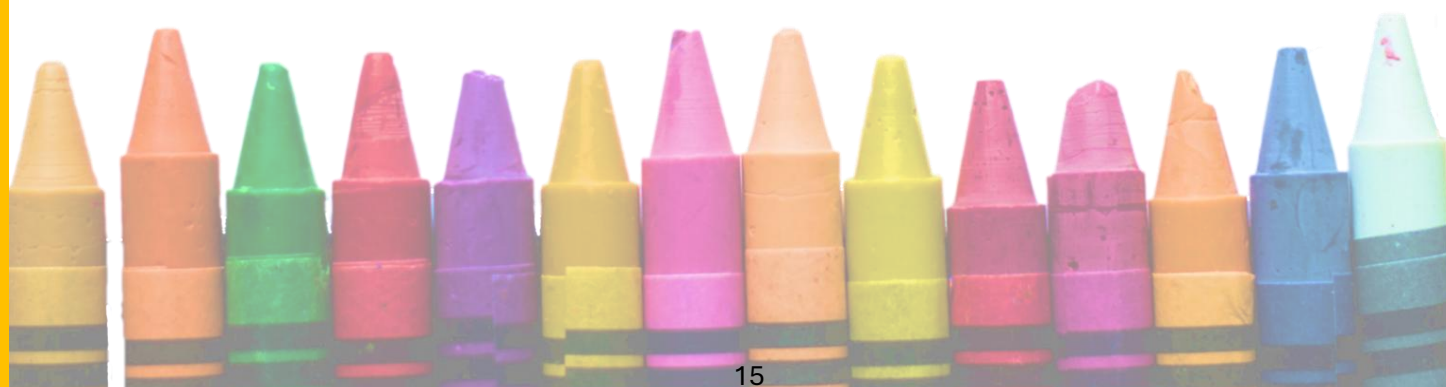
The article addresses the important and timely topic of the psychosocial consequences of children's lives in families involved in controversial religious movements, referred to as "cult families." Children in such environments often experience isolation, ideological control, and threats to their identity, leading to their marginalization within the school community. This topic is particularly relevant for youth pedagogy, as educators must face challenging ethical and legal dilemmas when working with students from such families. The article highlights specific aspects of working with parents involved in sects and discusses methods of pedagogical support in relation to children, helping them overcome isolation and develop critical thinking. It emphasizes the boundaries of pedagogical neutrality and the need for collaboration with psychologists and external organizations. The article also presents examples of actions in the Polish education system that support youth in situations of risk, underlining the importance of educators' responsibility.

**Anita Galán**, PhD, assistant prof., University of Debrecen

***Digital inequalities among people with disabilities based on a summary of research results***

**Abstract:**

Previous research has already proven that a digital divide develops within society based on the extent to which different social groups have access to information and communication technology tools (hereinafter: ICT tools) and the Internet, and how they can use them. However, the Internet can not only contribute to the amplification of existing social inequalities, some research has identified it as one of the most important factors that can have an impact on reducing existing social gaps. The reason for this is that it can be used to support social inclusion and improve people's quality of life. Consequently, the use of ICT tools and the Internet also plays a prominent role in the (re)integration of disadvantaged social groups; people with low socio-economic status, people with disabilities, etc. However, the question may arise whether people with disabilities can take advantage of the opportunities offered by the Internet and ICT tools? Does the fact that the online world offers them many new opportunities help their equal opportunities? Or is the continued spread of the internet leading to increasing inequality by leaving behind certain parts of the population, including people with disabilities? Our goal is to answer these questions based on a summary of Hungarian and mainly international research results.



**Natalia Gębka, MA, Bonifraterska Fundacja Dobroczytna w Konarach**  
***"Protecting Ukrainians Encouraging Non-formal Training and Education"***  
***project presentation.***

Abstract:

Due to the need to integrate people at risk of social exclusion (especially refugees from Ukraine), it is necessary to search for new methods of social inclusion. One of them is the EU project entitled "Protecting Ukrainians Encouraging Non-formal Training and Education". During this presentation, the assumptions of this project will be presented. There will also be an attempt to establish cooperation with scientific institutions in order to deepen these activities

**Kamil Glazik**, student, Ludwik Rydygier Collegium Medicum in Bydgoszcz Nicolaus Copernicus University in Toruń

***Health education or health facilitation. Is it enough to inform and recommend?***

**Abstract:**

Medicine is a rapidly developing field of science in which not only the knowledge underpinning pharmacotherapy and surgical treatments for disease states is being updated. The modern understanding of healthcare is more comprehensive and devotes an essential part of its attention to prevention. The topic of lifestyle medicine, although not new, seems to be particularly gaining popularity these days. Health concerns have become an integral part of our daily lives. Step by step, we acquire a more profound understanding of the pathophysiology of diseases and the factors that cause them. It creates a massive opportunity for us to improve the effectiveness of prevention, but it also brings additional informational, cognitive and competence challenges. Questions also continually arise about the optimal role of the school in supporting health-promoting behaviours in children and adolescents. This presentation aims to deliberate on the issue of effective and supportive cooperation between schools and families in developing healthy habits in children and adolescents based on a review of existing literature. Increased interest in this topic seems advisable, especially in the context of alarming data on substantial questions such as overweight and obesity and decreased physical activity among the paediatric population. It seems that shifting from a passive information and dissemination approach to an active invitation and support strategy could be the first step towards improving the situation.



**Grzegorz Godawa, PhD, hab., associate prof., Dean of the Faculty of Social Sciences**  
***Gratitude in Generation Z: expressing and experiencing gratitude in selected educational environments***

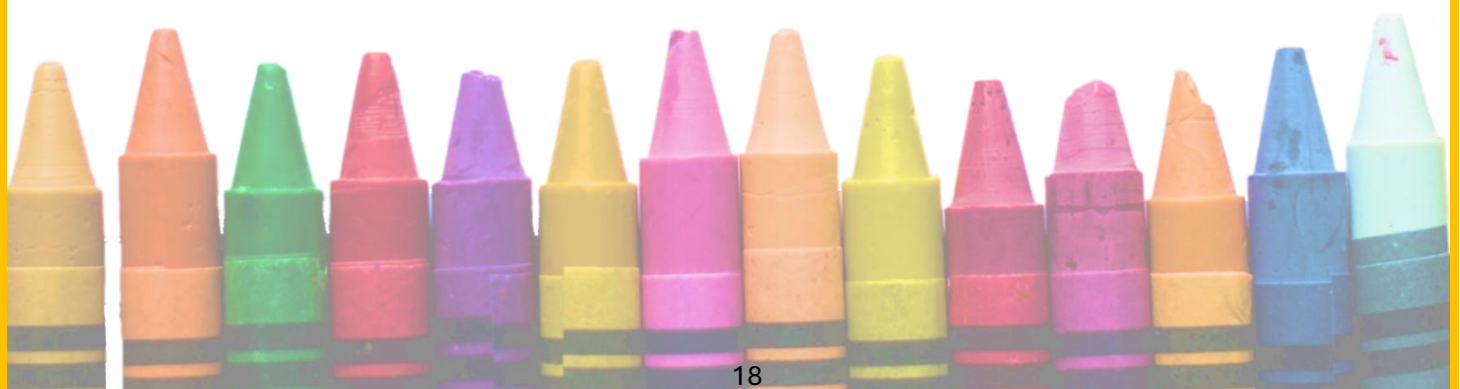
Abstract:

The article explores how Generation Z experiences and expresses gratitude in various educational environments. The focus is on the family, school, peer group, and social media. The main research question concerns the link between experiencing and showing gratitude, and the overall level of gratitude.

The study was conducted in 2024 with 568 young people from Generation Z. The author's own tool, Perception and Experience of Gratitude, was used.

The results show that experiencing gratitude in peer groups and on social media is related to the general intensity of gratitude. Expressing gratitude in the family, among friends, and online also has a strong connection with overall gratitude levels.

The findings highlight the need for educational efforts that shape positive behaviors in social media. The role of the peer group should also be emphasized as an important space for developing gratitude.

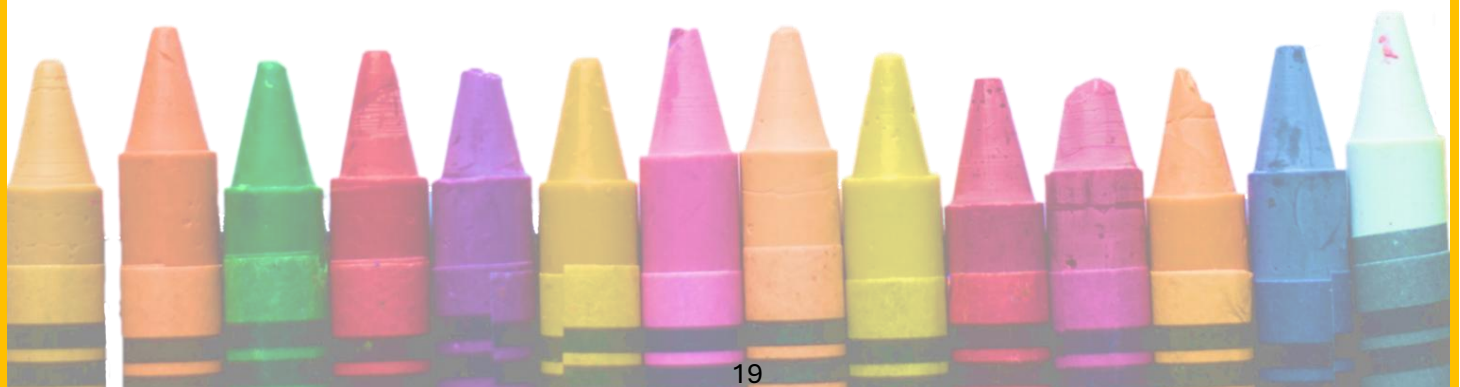


**Magdalena Hodalska, PhD, hab., associate prof., Jagiellonian University**

***Phubbing in the Family: Exploring the Smartphone Distraction Among Young Adults in China and Poland (co-author: Łukasz Buksa)***

Abstract:

This paper investigates the phenomenon of phubbing—when individuals prioritize their smartphones over face-to-face interactions—within family settings, particularly among young adults in China and Poland. Phubbing has a detrimental effect on relationships, leading to feelings of neglect and emotional disconnection. As part of our international #HumanPhone project, aimed at exploring smartphone habits of people living in various continents and cultures, we distributed an online questionnaire to 730 participants in Poland and China. We conducted a comparative analysis of quantitative research on three types of phubbing: during in-person interactions, phone calls, and video calls. Our sample included 367 respondents in Poland (255 women and 112 men) and 363 respondents in China (206 women and 157 men), making the two samples similar in size and gender distribution. Research in Poland was conducted between January 29 and March 29, 2024, while data collection in China occurred from March 25 to May 25, 2024. Our findings revealed an intriguing link between population density and phubbing behavior. Additionally, we observed gender differences: in China, women are more likely to ignore their conversation partners in favor of their phones, whereas in Poland, men exhibit a higher tendency to engage in phubbing during in-person meetings. These findings underscore the necessity of fostering greater awareness of phubbing and promoting attentive communication in family interactions in the digital age.



**Anna Jędryka**, student, The Pontifical University of John Paul II in Krakow  
***Family and risky behaviors in adolescents***

Abstract:

Youth is a social group characterized by a high degree of individual diversity. The changes that occur during adolescence provide an opportunity for development on various levels. However, these changes can also trigger a crisis in a young person's life or lead to conflicts with parents and other significant individuals. Some young people may experience short-term conflicts with their parents, and after resolving these disputes, a new arrangement between them may emerge. For others, however, this period may be associated with serious difficulties. This stage is very challenging for young people, and they need support. Many of them leave their problems behind once they cross the threshold of adulthood. During their children's adolescence, parents often lose control over them, which is accompanied by fear for their children's safety. Young people take risks and make mistakes, but that is a necessary part of growing up. Adults need to understand that teenagers are becoming increasingly independent and must be allowed to grow. However, this does not mean that adults should forget about protecting young people from the consequences of poor decisions made out of youthful naivety. Engaging in risky behavior does not necessarily pose a serious threat to a teenager's development. Problems arise when most of their activities revolve around negative behaviors. Adolescence is a stage that is both fascinating and terrifying, and this is something that young people should know and their parents should remember.

**Bartosz Łukaszewski**, PhD, associate prof., The Pontifical University of John Paul II in Krakow

***Family interactions in the context of network society. Prefigurative problems.***

**Abstract:**

Following paper is focused on the presentation of the present communication barriers in families related to the prefigurative problems in network society. In this context there will be presented the quantitative macrostructure data from European Social Survey Wave 11, World Values Survey Wave 7 and results from author research project about the generation gap determined by the frequency of Internet use and the digital, transhuman social change. Research results (author research project and metaanalysis of the survey data too) show that there is a huge gap between parents and children in the field of the perception of the value of family and its specificity. This gap is deepened by the different patterns of Internet use - young people use Internet two times often than parents and older generations. Of course, this situation leads us to the mixed methods - quantitative base is important for the "broader picture" but the need of understanding requires the qualitative component of empirical research. Related to that statistical data were used as the background and then a few focus group interviews were realized with Polish youth. In the context of sample methods it should be stated that the survey data are representative and the author research project was based on the purposeful sampling (N=340). Conclusions were grounded in the correlation (r), determination (r<sup>2</sup>) and linear regression statistical mechanisms and also the content analysis of the data from focus group interviews (FGI).



**Weronika Kamińska**, student, University of the National Education Commission in Krakow

***Invisible Barriers in Learning: Educational Functioning of Adult Children of Alcoholics***

Abstract:

This presentation explores the long-term impact of growing up in families affected by alcohol addiction on the educational functioning of Adult Children of Alcoholics (ACoA). Although these individuals often manage to maintain appearances of social adaptation in adulthood, many continue to carry invisible emotional and cognitive burdens that affect their capacity for learning, self-development, and career planning.

The study combines qualitative interviews with therapists who work with ACoAs and quantitative data from a CAWI survey conducted among individuals with ACoA experience who had completed therapy. The findings reveal consistent patterns of educational and professional difficulties, including low academic self-confidence, fear of judgment, perfectionism, and challenges in navigating institutional or hierarchical structures. Many respondents pointed to a persistent sense of inadequacy and anxiety rooted in early family dynamics characterized by instability, neglect, or emotional unavailability.

This research is complemented by my perspective as a pedagogue, working with children and families affected by trauma and dysfunction. The intersection of empirical data and pedagogical insight highlights the complex interplay between early family experiences and long-term educational engagement.

By shedding light on these hidden barriers, the presentation emphasizes the need for trauma-informed approaches in adult education and support services. It also encourages a broader understanding of how family history continues to shape learning attitudes, aspirations, and self-worth — even years after leaving the formal education system.



**Natalia Kiedyk, PhD, Jagiellonian University**

***Opportunities and challenges of homeschooling: a philosophical psychological and pedagogical perspective.***

**Abstract:**

Home education is becoming an increasingly common and diverse approach to working with children and supporting their development. Its growing popularity, especially in recent years, reflects a broader societal shift toward more personalized and flexible forms of education. However, alongside this growing interest, numerous doubts, concerns, and stereotypes continue to emerge—both in public discourse and within professional communities.

In my presentation, I aim to explore these doubts through psychological and pedagogical perspectives, reframing them as meaningful challenges rather than threats. I will consider what these concerns reveal about the emotional, cognitive, and social needs of children, parents, and educators. Rather than viewing home education as an isolated phenomenon, I will analyze it in relation to systemic education, asking how both models can learn from one another.

Additionally, I will highlight the philosophical implications of home education, particularly in the context of the relationship between the individual and the community. What kind of human being and citizen does each model strive to form? What is the role of freedom, responsibility, and care in the educational process?

The ultimate goal of the presentation is to initiate a discussion about home education as a potential catalyst for educational reform—both in Poland and globally. I will propose that instead of opposing home education to institutional schooling, we treat it as an invitation to rethink how we teach and educate in a way that is consistent with the integrity, uniqueness, and potential of each human being.



**Viktorie Kovářová**, PhD student, University of Ostrava

***Connecting Home and School: A Theoretical Perspective on EEC–Parent Cooperation in the Education of Children Aged 6 to 15***

Abstract:

The aim of this paper is to present an ongoing research project conducted within the framework of the Specific Research programme at the Faculty of Education, University of Ostrava, under the grant SGS03/PDF/2025. The research focuses on collaboration between Environmental Education Coordinators (EEC) and parents of pupils aged 6 to 15 in primary school settings. Environmental education represents a key instrument for fostering environmental literacy and sustainable attitudes among pupils (Činčera et al., 2016), while parental involvement significantly influences its effectiveness (Jaime et al., 2023). The study is theoretically grounded in Bronfenbrenner’s socio-ecological model (2005), which provides a multi-level framework for analysing interactions between individuals and their environments.

The research follows a qualitative design based on semi-structured interviews. To enhance the credibility of the findings, methodological triangulation is applied (Nowell et al., 2017), and data are analysed using thematic analysis according to Braun and Clarke’s (2006) phased approach.

So far, ten interviews with EECs at primary schools have been conducted, with further interviews in progress. Transcripts are currently being analysed to identify key patterns and relationships. Particular attention is paid to aspects of institutional support, communication strategies, and the perceived role of environmental education within the family. The goal is to gain a deeper understanding of the enabling and constraining factors of this cooperation, as well as the mediating role of schools in promoting shared environmental values. Findings will be interpreted within the study’s theoretical framework to provide insights into the complexity of school–family interactions in the context of environmental education.

**Katalin Mező**, PhD, assistant prof., University of Debrecen

***Acceleration programs in preschool education as a neglected form of talent development***

Abstract:

In the Hungarian discourse on talent development, "acceleration" programs refer to institutionally implemented initiatives aimed at supporting gifted individuals by shortening the conventional timeframe of development or education. Within Hungarian preschools, acceleration as a form of gifted education is more of an occasional practice than a widely adopted approach. Although Act CXC of 2011 on National Public Education—already in Section 1—declares the support and education of gifted children and students as a fundamental responsibility of educational institutions, it also permits the implementation of acceleration-oriented gifted education at the preschool level. This can take place in four specific forms: 1. Acceleration based on early preschool enrollment; 2. Acceleration from a lower to a higher preschool group (e.g., from the toddler group to the senior group); 3. Acceleration through participation in optional activities; 4. Early start of formal schooling. This presentation examines the implementation of acceleration programs within the Hungarian public education system, focusing on preschools that are registered as Talent Points (n=849).

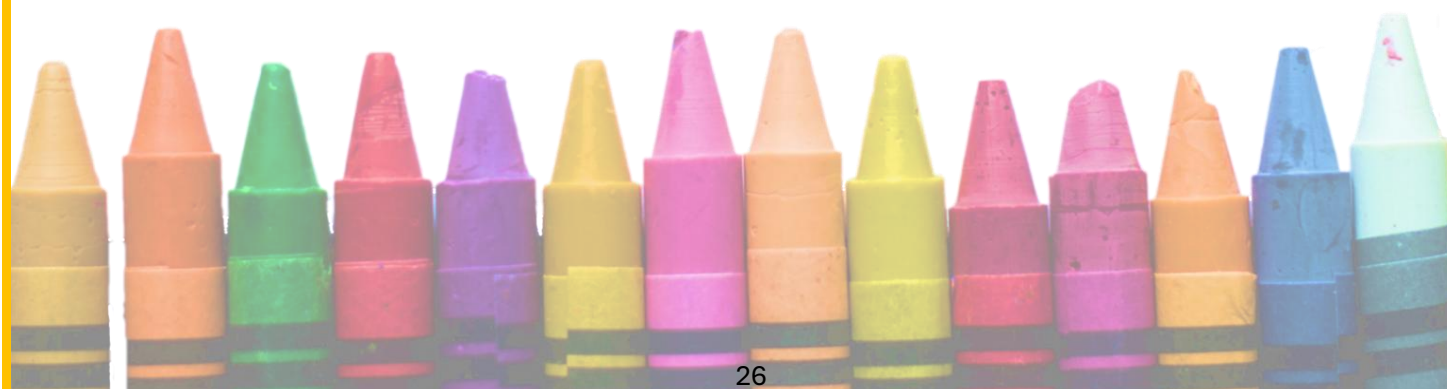
Method: Document analysis. Results: Acceleration remains underrepresented, even in preschools actively engaged in talent development.

**Marijana Mohorić**, PhD, assistant prof., **Eni Turkalj**, MTh, University of Zadar

***The contribution of christian education to strengthening resilience in adolescence***

Abstract:

In the contemporary context, facing the challenges of growing up in adolescence has become particularly demanding and complex in many ways. After a brief overview of the possible reasons that affect this fact, the paper will, based on modern scientific knowledge, clarify the concept of resilience and its spiritual dimension. In numerous studies, religion and spirituality are considered important protective factors of development, and in the last decade there has been a growing number of studies on the existence of a relationship between the formation of the spiritual/religious dimension of personality and resilience. This relationship can also be considered fundamental in the search for ways to empower adolescents in their efforts to build their own identity. The aim of this paper is to point out the qualitative contribution of Christian education to strengthening the resilience of adolescents, as well as possible ambivalent outcomes of the same, and their causes that may or may not necessarily make one's religious orientation a (protective) factor of positive contribution to overall human maturation and empowerment.



**Magdolna Nemes**, PhD, associate prof., University of Debrecen

***The Use of ICT Tools in Teaching English to Learners with Mild Intellectual Disability***

**Abstract:**

The present paper deals with the issues of teaching a second language to school-aged children with SEN in Hungary. In Hungary, since 1998, it has been compulsory for pupils with learning difficulties to learn a foreign language in the 9th to 10th grades of special vocational schools. In the 2015/2016 school year, foreign language teaching was introduced from the 7th grade of primary school (Meggyesné, 2019). This paper briefly describes the current situation of foreign language teaching for pupils with mild intellectual disabilities and the characteristics of pupils with learning disabilities, with a special focus on foreign language learning. It is believed that traditional classroom methods can be complemented by more interesting and effective methods for learners with learning disabilities, which also offer them interesting and inspiring tasks. The inclusion of ICT tools and gamification in language teaching is inevitable, as it is easier to attract and maintain the attention and motivation of learners with learning difficulties. Today's technological advances have led to the use of online platforms to focus on tasks and playful exercises, which help learners to develop their vocabulary and foreign language competence. In this paper, we present a number of alternative ways of using technology in the foreign language classroom. Our teaching experience has shown that innovative approaches to language teaching are necessary to ensure that learners do not lose motivation to learn a language. The methods presented in this paper have already been used.



**Paulina Niemyska, PhD student, Cardinal Stefan Wyszyński University in Warsaw**  
***From eating to talking - oral stimulation of a newborn with Down syndrome supported by auditory stimulation.***

Abstract:

Down syndrome is the most common chromosomal aberration in the world.

It occurs in people of all races. In all countries of the world. Average incidence: about 1/800 births. In Poland, there are about 60,000 people with this genetic defect.

Despite this - there is not yet a therapeutic program designed specifically for newborns with Down syndrome.

Correct way of eating in neonatal age influences the formation of facial skeleton and speech skills in the future.

Most features of Down syndrome do not allow eating properly in neonatal age.

The concept is based on four important elements at one time: early stimulation time, stimulation of several senses simultaneously, brain neuroplasticity and improvement of oral functions.

A newborn with Down syndrome receives correct patterns at a time when his or her brain is most susceptible to stimulation.

The program is designed for newborns with Down syndrome, their parents and caregivers, as well as specialists working with children with this chromosomal aberration - mainly physiotherapists, speech therapists and neuro-speech therapists.

**Magdalena Ochońska**, PhD, assistant prof., The Pontifical University of John Paul II in Krakow

***Family education through family genealogy.***

Abstract:

One of the functions of the family is the socialization and cultural function. A helpful tool for implementing this function is learning about the genealogy of the family. Intergenerational messages not only create a bond between individual family members but also allow us to become familiar with our own generational traumas and understand the family system in which we function. A fragment of our own research on genealogy will be presented, as well as examples of including genealogy in the content of education in the school system.

**Elżbieta Osewska, prof. PhD, hab., University of Applied Sciences in Tarnow**  
***Education towards Peace in the Family***

Abstract:

Today, the presence of peace is desired by all nations, societies and people of good will especially in the face of so many international conflicts and wars (the dramatic situations in Middle East, Sub-Saharan Africa, Ukraine). Historical and socio-cultural developments concerning peace and violence urge pedagogues, psychologists, sociologists, familiologists and theologians to seek the foundations of education that promote peace. Taking into consideration the given context and the importance of peace, this presentation will reflect on the issue of education for peace, especially within the family environment. Educators dealing with the issue of peace education refer to various inspirations and sources of knowledge. As this article is written from the perspective of Christian understanding of peace, the speaker will first refer to the teaching of Pope John Paul II, as the strong promotor of peace. In the next part of this speech, the assumptions of Christian education towards peace in the family, and practical indications will be discussed.

**Emilia Palankiewicz-Mitrut, PhD, Szkoła Główna Gospodarstwa Wiejskiego**  
***The Role of Family in Shaping the Educational and Career Paths of Vocational School Students - Challenges and Support in the Decision-Making Process***

**Abstract:**

Vocational education plays a crucial part in preparing young people for the demands of today's economy. Work is not only a means of earning a living but also an integral part of personal development. The role of family in shaping educational choices remains fundamental, particularly when it comes to decisions about further education, including the choice of school. Given the rapid economic and educational changes, there is an increasing need to align vocational education with the demands of the workforce. The presentation shares the findings of research conducted with 287 vocational school students, examining the educational decisions they made after completing primary school. The results indicate that family plays a significant role in shaping the choice of vocational school, although its influence is less pronounced than that of peers and online sources. Additionally, the evolving role of career guidance is discussed, particularly in the wake of the 2017 education reform, and its impact on the career paths of young people. The reform aimed to significantly transform how career guidance is provided to students, shaping their decision-making process and better meeting the evolving needs of the economy.

**Monika Pyrczak-Piega** , PhD, associate prof., The Pontifical University of John Paul II in Krakow

***Closeness at the University in the Narratives of Students with Disabilities***

**Abstract:**

The aim of this speech is to explore how students with disabilities experience closeness within the space of a higher education institution. The analysis focuses on the narratives of four students who described their experiences of closeness both within and beyond university life. Closeness is understood here not only as the physical accessibility of space, but above all as the emotional and social sense of belonging to the academic community. The study is qualitative in nature and is based on the narrative interview method. The findings indicate that the experience of closeness is crucial for a sense of acceptance, safety, and full participation in university life. At the same time, various barriers—both structural and interpersonal—emerge that may hinder this sense of connection. The speech highlights the importance of fostering an inclusive academic environment in which every student, regardless of ability, can experience authentic and supportive relationships.

**Erzsébet Rákó**, PhD, associate prof., University of Debrecen

***Foster care for children with special needs in Hajdú-Bihar county***

**Abstract:**

The aim of the research presented in the presentation is to explore the foster care placement of children with special needs aged 0-3 years, with disabilities and long-term illnesses, the main characteristics of the children, the possibilities of their development, the cooperation between professionals.

Participants in the study: 41 foster parents in Hajdú-Bihar County, who are caring for children aged 0-3 years old or with disabilities and long-term illness.

Methods: the research is exploratory, as there is little research on the topic. The method is a semi-structured interview with the target foster carers. The interview questions include demographic data, questions about the children, the foster carer's profession, the children served and the fostering methods.

Among these, the presentation will focus on the main characteristics of children with disabilities, their developmental potential and the cooperation between professionals from the perspective of the foster parents.



**Monika Rybak**, student, The Pontifical University of John Paul II in Krakow  
***Social workers - educated but underestimated***

Abstract:

As a social work student I started to see, that social workers are necessary for the families and the society, but they are underestimated, not only financially, but also socially, despite the fact that they help a lot of people improve their life situation. My online qualitative research about society's relation with the social work and social workers proved my right, that social workers have the knowledge in a lot of fields, but people aren't even aware of it. In my research I reached social workers, social work students and people who aren't associated with social science, which let me show the differences between people, point out social workers' problems and improve the prestige of this job.

**Abstract:**

School, next to the family, is one of the most important environments in a young person's life. A child spends about 5-7 hours there every day, so it plays a huge role in the development of the young generation.

School participates in preparing children and young people for continuous self-education and participation in various facilities and institutions of extracurricular education, which involves equipping them with an appropriate amount of knowledge and skills and motivate them to participate in social and cultural life (Winiarski 1999, p. 296). In order to fully use the potential of young people, it is very important to create space for children and young people to participate. This necessity was already emphasized by Janusz Korczak, who said that children and young people should have the opportunity to make decisions in matters concerning them (taking into account their age and developmental possibilities).

One of the possibilities of social participation and development of self-government among students is the student government. Its functioning is specified in the Act of 14 December 2016 - Education Law, which includes, among others, the cooperation of the school principal with the school council, pedagogical council, parents and the student government. Being active in the student government gives the opportunity to gain valuable experience, shape pro-social and civic attitudes. It is also an opportunity to make decisions, develop cooperation skills, and take responsibility for one's own actions.

The aim of my speech is to present the role of the school and teachers in the development of self-government of young people, both in the formal and practical dimension, and the benefits that this brings both for themselves and the community in which they function.

**János Szecskó**, PhD student, University of Debrecen

***Examining the work of school social workers and school counselors in Hungary and Romania***

**Abstract:**

In our present research, we examine the role of school counselors who perform both preventive and corrective tasks in the school child protection system in Romania, their current and past tasks in schools, and the goals of their services, comparing them with those of school social workers in Hungary through a content analysis of the available literature.

The analysis of the documents highlighted that the two tasks are not new in both countries, school counselors have previously operated in educational institutions in Romania, and school social workers in Hungary, but it is true that they have received more attention in recent years. School counselors and social workers previously focused mainly on disadvantaged children and their families, but currently all children attending the institution are included in the target group, and preventive and corrective activities are organized for them by presenting individual, group and community work forms. The target group of the helpers also includes the parents of the students and the school teachers.

The research highlights that great importance can be attributed to the clear boundaries of competence, the personality of the helpers, the number of hours spent in the institution and the level of cooperation between the professions in the integration of professionals into educational institutions.

Our research has made visible the purpose and tasks of the school counselor and the school social worker in educational institutions. Their tasks are diverse, and the specialist must have a broad knowledge base to provide the appropriate service. By reviewing the target group, goals, work forms and tasks, we can establish similarities between the school social work activities operating in Hungary, so a comparison of the activities carried out in the two positions could raise further interesting questions.



**Sándor Szerepi**, PhD, associate prof., University of Debrecen Faculty of Education for Children and Special Educational Needs

***The role of cultural anthropology in defining the state of Roma inclusion in public education***

Abstract:

This presentation tries to justify the need of method of cultural anthropology with respect of Roma Integration researching. It mentioned the problems those describe the processes of Roma integration in the schools and kindergartens. On the other hand it takes into account the disciplines has been applied in this area, and defines the position of anthropology.

We think there is not enough using the methods of sociology by the „customers” of political and administration institutions. Not denied that the sociological research is very important basis to further researches. In fact the pedagogical (climate of educational institutions, educational program of the institutions, methodological culture, measure of the pedagogical professionalism, strategy of conflict management, child care rules-processes, involving the families to the activities...), and the cultural anthropological aspects would be essential elements of the Roma integration.

Mostly the anthropology is able to give new aspects in researching of Roma integration in the world of schools and kindergartens. First of all we can find the useful researching possibilities in the context of the relation in the locality and between the institutions and the local society.



**Edita Tamošiūnaitė**, PhD student, Mykolas Romeris University

**"Synergy in developing the competences of parents and teachers to improve the quality of pre-school education"**

**Abstract:**

The article examines the synergy between the competences of parents and teachers in improving the quality of pre-school education. It analyses the integration of Knowles' andragogy and Kolb's experiential learning cycle theory in the creation of a learning organisation that actively engages parents in continuous learning and knowledge development. The study is based on an analysis of scientific literature and aims to analyse how the integration of these theories can create a dynamic and effective learning model tailored to the specificities of adult learning. The article discusses the different types of parental education (formal, non-formal and informal learning) and their impact on children's development, emphasising the positive correlation between parents' level of education, active involvement in their child's education and their children's achievements. Kolb's experiential learning cycle, adapted to the education of parents, was described in detail and the importance of reflection for their continuous development was emphasised. In conclusion, developing the competences of parents and teachers based on the principles of andragogy and the theory of experiential learning is a promising approach that promotes the all-round development of the child and improves their educational outcomes.



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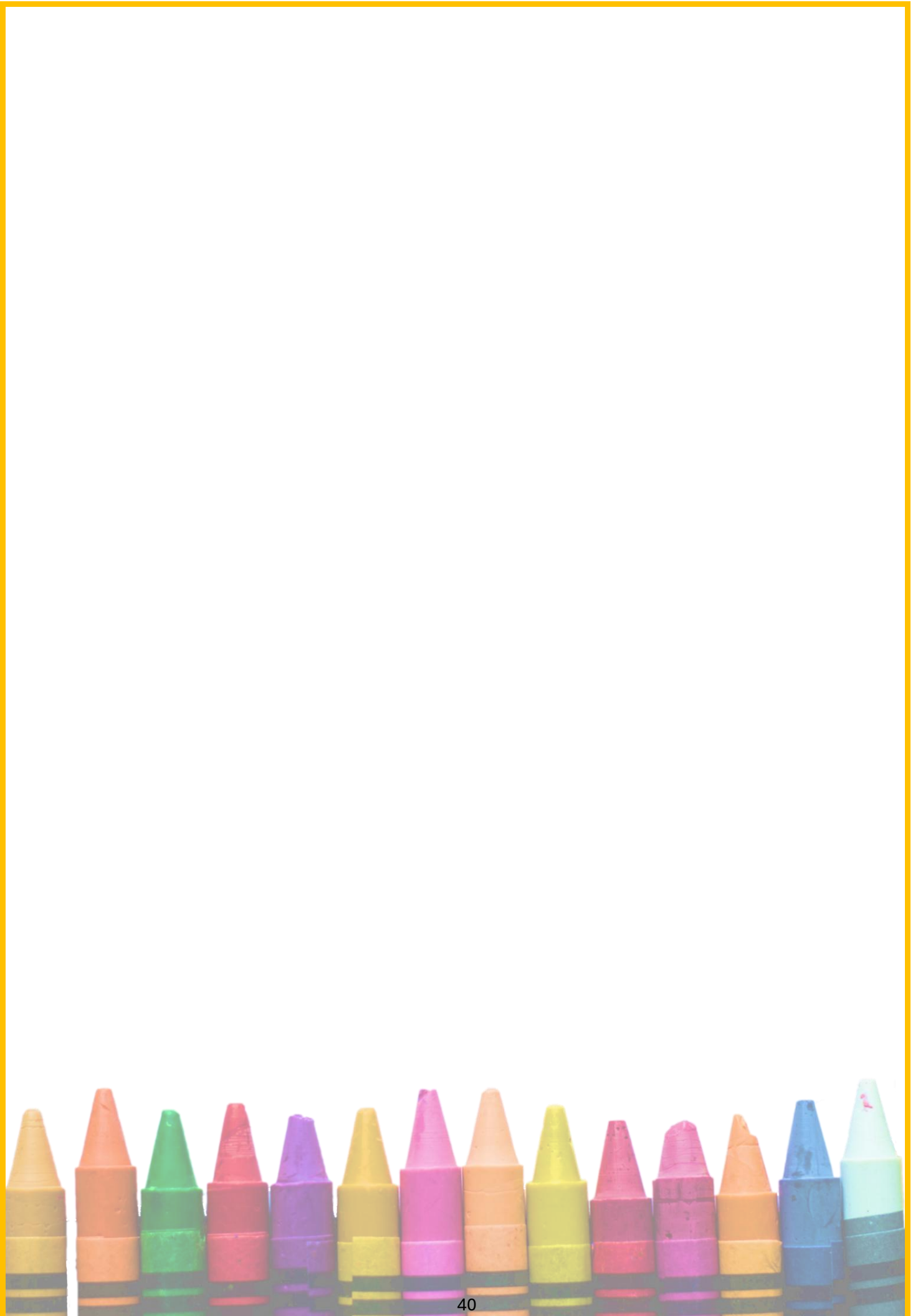
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Fot. Piotr Krochmal



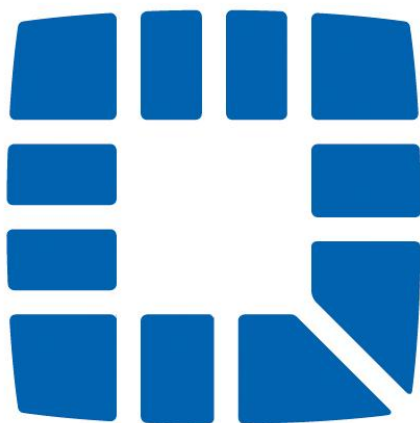


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# Kraków

