

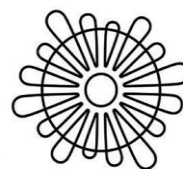


University of Debrecen
Faculty of Education for
Children and Special Education



Uniwersytet Papieski
Jana Pawła II
w Krakowie

The Pontifical University of
John Paul II in Krakow



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Book of Abstracts

Education in the Family ~ Family in Education ~ VI.

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

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

University of Zadar, Croatia

2026



Book of Abstracts

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

Hajdúböszörmény, 21st May 2026

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

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

University of Zadar

2026

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Faculty of Education for Children and Special Educational Needs



Book of Abstracts

Education in the Family ~ Family in Education VI.

Conference Venue

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

Partners

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

University of Zadar



CONFERENCE PROGRAMME

21st May – Faculty of Education for Children and Special Educational Needs of the University of Debrecen
H-4220 Hajdúböszörmény, 1-9 Dészány István Street

09.30-10.00 – Registration

10.00-12.00 – Opening Session - Ceremonial Hall

10.00-10.30: Greetings

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

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

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

10.30-10.40: Performance

Opening lectures:

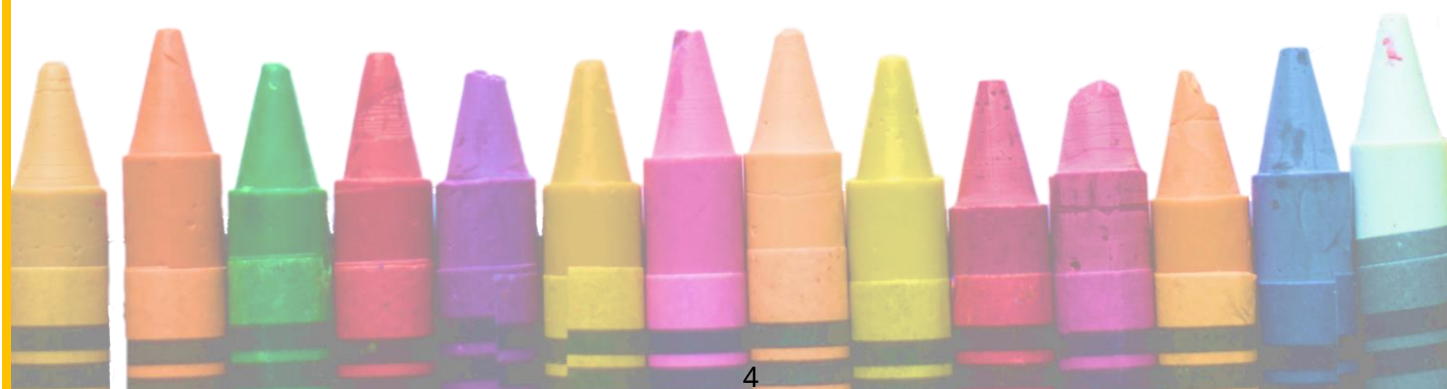
10.40-11:20: Gabriella Pusztai PhD, DSc: The Role of Parent–School Partnerships in Promoting Students' Futures

11:20-11:40: Rev. Grzegorz Godawa PhD, habil: Janusz Korczak's Contribution to Child Protection and Its Contemporary Relevance

11.40-12:00 Andrea Homoki PhD, habil – Krisztina Nagy – János Szecskó: Presentation of the thematic issue of the Hungarian Educational Research Journal (HERJ)

12.00- 13.00 Lunch

13.00-14.45 Sections



Sections:

I. Early childhood education and development – 13.00-14.45 Room C107

Chair: Natalia Twardosz

1. Nóra Németh - Sándor Szerepi - Tamás Szöllősi: Nursery practice and its links to family education
2. Sándor Szerepi: The implementation of the nature-based approach in early childhood education program
3. Anikó Varga Nagy: Educators at the Frontline - Guiding Curiosity in the Age of Artificial Intelligence
4. Ágnes Szabó: Assessment of Speech Perception and Speech Comprehension Today: The Latest Findings of GMP Diagnostics
5. Eni Turkalj: The Spatial Dimension of Catholic Religious Education of Early and Preschool Age Children in the Republic of Croatia
6. Natalia Twardosz: Early Career Adaptation of Preschool Teachers: Exploring Tensions Between Professional and Personal Role

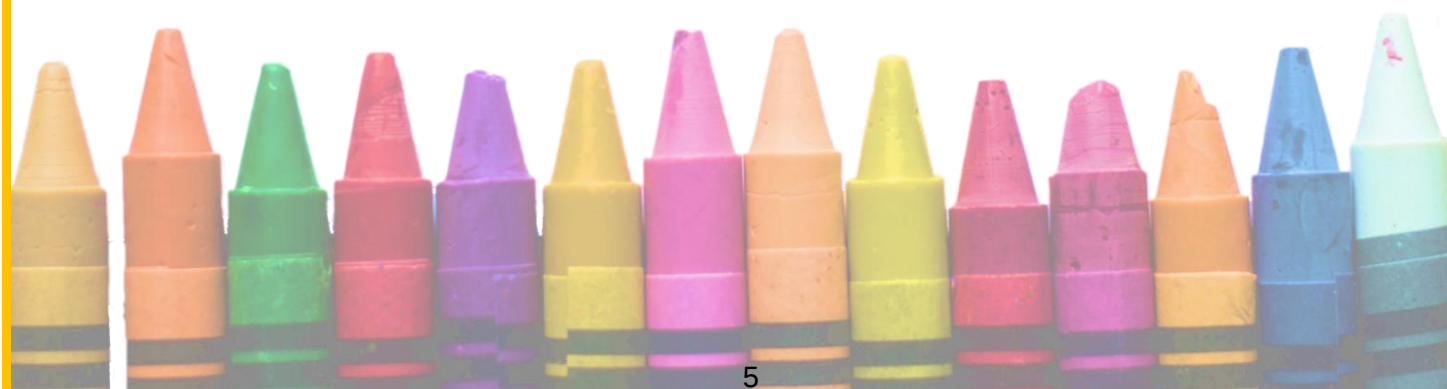
II. Social challenges, inequalities and well-being - 13.00-14.45 Room C105

Chair: Anita Galán

1. Arkadiusz Krasicki: Jesus' Childhood: Between Obedience and Disobedience (Luke 2:41–52)
2. Alina Zemełka: Fragile Authority: The Educational Power of Adult Fallibility and Helplessness in the Family as a Learning Space
3. Anita Galán: Family Representations in AI-Generated Images: The Role of "Roma" and "Gypsy" as Ethnic Labels
4. Zoltán Szerdahelyi – Norbert Tóth: An Examination of the Components of Physical Activity Among Roma Students in Hajdúböszörmény
5. Gábor Biczó: The Impact of Teachers from Roma Colleges Network on the Social Integration

14.45-15.00 Coffee break

15.00-16.45 Sections



III. School, learning and learning environments – 15.00-16.45 Room C105

Chair: Nóra Németh

1. Nóra Németh - Kata Vitéz: Family contributions to science learning in Hungarian primary education
2. Riad Soltani: "They Don't Ask Because They Don't Know What to Ask": The Social Organization of Silence and Non-Participation in Educational Settings
3. Beata Sutor: The "Odyssey of the Mind" educational program according to the participants
4. Emilia Buchalik: Areas for experiencing and building interpersonal closeness in the academic environment.
5. Magdalena Kapciak: The Fear of Missing Out (FOMO) among university students
6. Paulina Stawiarska: Stress related to social relationships and the tendency to engage in risky alcohol consumption. Gender differences among young adults.

IV. Family, relationships and social support - 15.00-16.45 Room C107

Chair: Erzsébet Rákó

1. Magdalena Ochońska: Learning to build closeness in the family through knowledge of family histories
2. Zsófia Miklódi-Simon: Parental participation in foster care: The role of shared leisure activities in supporting effectiveness
3. Erzsébet Rákó: Foster parents on raising Roma children
4. Andrea Riez - Gábor Kisbenedek: The role and responsibilities of the social worker in family crises
5. Katalin Mező: The Role of Parental Influence in Shaping the Attitudes of Vocational Education Students Toward Their Peers with Special Educational Needs
6. János Szecskó: Experiences of school social workers in cooperation in public educational institutions

V. Teachers, Training and Professional Pathways – 15.00-16.45 Room C106

Chair: Magdolna Nemes

1. Yoeurng Sak: Teachers as Mentees? Institutionalizing School-Based Mentoring and Its Role among Novice and Non-Novice Teachers' Professional Development in Cambodia
2. Dániel Bodnár: Initiatives Supporting Teacher Training at Hungarian-language Universities in Ukraine and Romania
3. Magdolna Nemes - János Szecskó: Opportunities for Internationalization in Teacher Training
4. Veronika Bocsi: How is a first-generation graduate different?

5. Tamás Szöllősi: Institutional Patterns of Family–School Communication in Hungarian Secondary Schools



ABSTRACTS

Gábor Biczó, PhD, University of Debrecen

The Impact of Teachers from Roma Colleges Network on the Social Integration

Abstract:

Nearly one-third of university students enrolled in the Hungarian Roma College Network for Advanced Studies in 2025 are pursuing teacher training programs. Over the past 15 years, this proportion has remained consistently high. The results of a recent study indicate that the majority of graduates entering the labour market find employment in the teaching profession and predominantly work in disadvantaged social environments. In addition to questionnaire-based research, in recent years we have produced several anthropologically oriented documentary films focusing on the life trajectories of former Roma College students working as preschool teachers or teaching assistants in marginalized institutions.

In this presentation, case studies are used to demonstrate the tools and effectiveness through which educators with a Roma College background contribute to processes of social inclusion. The theoretical framework is grounded in the relationship between teacher training and the application of anthropological knowledge in practice. It draws on a critical reinterpretation of Pierre Bourdieu's concept of Cultural Capital, which emphasizes that educational systems tend to reproduce social inequalities by privileging dominant cultural norms.

Based on the research findings and the life histories examined, it can be argued that well-prepared teachers with applied social science competencies are able to partially mitigate the effects of adverse sociocultural conditions.

Key words:

Roma Colleges, applied anthropology, social integration



Veronika Bocsi, PhD, hab., University of Debrecen

How is a first-generation graduate different?

Abstract:

The situation of first-generation graduates has a wide international and Hungarian academic literature background. On the one hand, the rates of upward educational mobility are well known in Hungary (Harcza, Monostori Ceglédi and Dabney-Fekete, 2022; Róbert, 2019), and on the other hand we can also state that obtaining a university degree may have both positive and negative consequences (Varga, 2024; Bereményi and Durst, 2021). Since educational attainment in general also shapes areas such as value preferences or political preferences (Koshy, Cabalu & Valencia, 2023; Weakliem, 2002), we can reasonably assume that within the group of graduates differences can also be shown along social origin. In our presentation we undertake to characterise the group of first-generation graduates in Hungary with the help of the European Values Study 2017 database, and then to compare graduates according to the father's level of education regarding some variables relevant to value system and image of society. During our analysis we separated the Hungarian subsample from the database, and because we use final educational attainment we focused only on respondents aged 25 and above (N = 376). In the study we used percentages, means, cross-tabulation analysis, analysis of variance and a binary regression model. Based on the data we can state that the proportion of first-generation graduates depends on cohort (among older people the share of first-generation graduates is higher), but we did not find gender differences, and the financial situation and satisfaction of the two groups also did not differ. However, the educational level of the spouse differed between the two subsamples — marital homogamy was more frequent among those whose father also had a degree. We could also show differences in some child-rearing values (imagination, thrift), identity-related elements (stronger local and national identity among first-generation graduates), and in the dimension of post-materialism (this was less characteristic of first-generation graduates). In the latter case, in order to identify explanatory reasons, we ran our binary regression model including several background variables, but the father's education still had significant explanatory power. Database used: EVS (2022). European Values Study 2017: Integrated Dataset (EVS 2017). GESIS Data Archive, Cologne. ZA7500 Data file Version 5.0.0, doi:10.4232/1.14320

Key words:

social mobility, education, first generation graduates, values

Dániel Bodnár, PhD student, University of Debrecen

Initiatives Supporting Teacher Training at Hungarian-language Universities in Ukraine and Romania

Abstract:

Teacher recruitment is a relevant issue in Hungarian-language teacher education across the border. Several parallel experiences can be identified between Hungarian and Hungarian-language minority higher education. In both environments, students consider their training to be more theory-centered than practice-oriented. Moreover, the social and financial prestige of the profession acts as a demotivating factor for them. These observations are important for two reasons in the context of Hungarian minority education. Because the quality of teacher training and the quality of public education are strongly intertwined, teacher training institutions must ensure that students receive high-quality preparation for their future career. Furthermore, in minority public education, teachers must be ready to tackle a variety of challenges, including the difficulties of preserving and nurturing Hungarian culture and identity. Our current research examines Hungarian-language universities in Ukraine and Romania, their teacher training programs and related initiatives that supplement professional socialization. We conducted semi-structured interviews with the instructors of three institutions. Questions aimed to gain insight into the structure of the training, the preparation for minority education, extracurricular initiatives, and future goals. Analysis was conducted with Atlas.ti 7. The examined institutions effectively combine the regulations of Ukrainian and Romanian educational systems with the unique needs of Hungarian teacher trainees. Preparation for minority education manifests in the refinement of Hungarian terminology and thematic lesson plans. Initiatives that complement formal training are diverse (extracurricular groups and lecture series). In the following years, the institutions aim to preserve and develop their current strategies and objectives.

Key words:

minority higher education, professional socialization, teacher training

Emilia Buchalik, student, The Pontifical University of John Paul II in Cracow
Areas for experiencing and building interpersonal closeness in the academic environment.

Abstract:

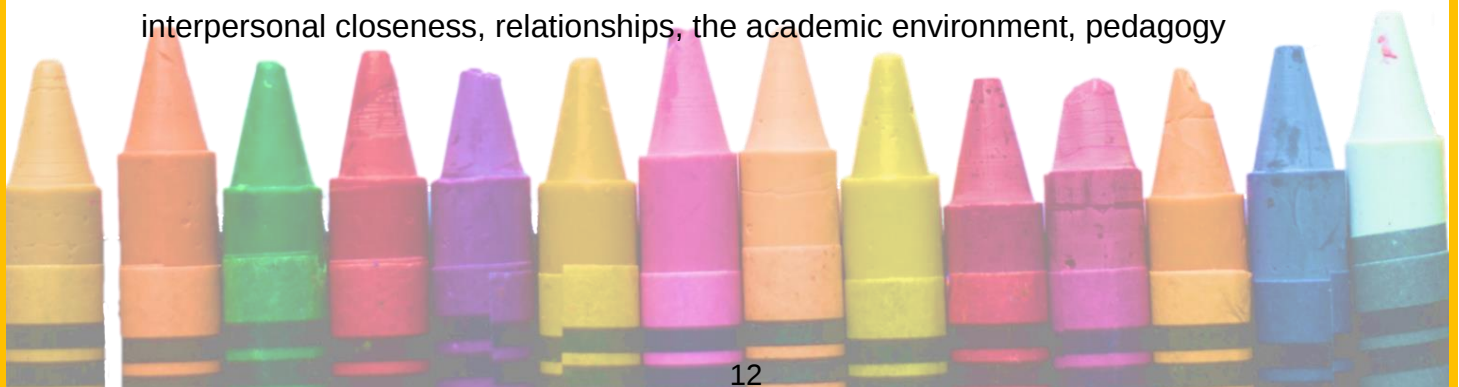
This presentation will explore the topic of experiencing and building interpersonal closeness within the academic environment. Particular attention will be paid to the relationships formed by students, especially those studying subjects such as education or family studies, where interpersonal contact and reflection on others are a key element of their education. Through mutual interaction, students learn empathy, sensitivity to the needs of others, and an attitude of respect and recognition for the dignity of every person.

The presentation will highlight the importance of both peer relationships and those formed with lecturers, which – despite their formal nature – can take on a more collaborative and supportive form. These relationships foster not only the exchange of knowledge but also the personal and social development of students.

Another key aspect will be to highlight the various settings in which closeness can be experienced – from classroom situations, through group work, to informal interactions. Interpersonal closeness will be presented as a dynamic process, based on communication, engagement and mutual trust. It is not limited solely to the physical presence of another person, but also encompasses the emotional and social aspects of relationships. The academic environment, thanks to the intensity of interactions and the diversity of experiences, provides a unique space conducive to building bonds. The presentation aims to demonstrate the vital role that closeness plays in students' lives, as well as in their future professional careers and social lives.

Key words:

interpersonal closeness, relationships, the academic environment, pedagogy



Anita Galán, PhD, University of Debrecen

Family Representations in AI-Generated Images: The Role of “Roma” and “Gypsy” as Ethnic Labels

Abstract:

Artificial intelligence (AI) is increasingly used across various domains (Sancanin – Penjisevic, 2022). Beyond text generation, AI systems are capable of producing images and videos; however, prior research has shown that such outputs may encode social biases, particularly along gender, cultural, and racial lines (Sufian et al., 2025; Barve et al., 2025; Seo et al., 2025).

This pilot study explores whether the use of the terms “Roma” and “Gypsy” leads to differences in AI-generated representations of families. It also examines whether users’ sociodemographic and sociocultural characteristics influence the visual outputs produced by AI systems.

To investigate this, ten participants with diverse backgrounds in terms of age, gender, and social status were asked to generate images using one of the most widely used AI applications, ChatGPT, based on identical prompts.

The findings suggest that both linguistic input and user-related factors may shape AI-generated family representations. The study highlights how variations in terminology can be associated with different visual patterns, contributing to a better understanding of representation and potential bias in AI-generated imagery.

Key words:

roma, gypsy, AI, image, representation



Grzegorz Godawa, PhD, Pontifical University of John Paul II in Krakow

Janusz Korczak's Contribution to Child Protection and Its Contemporary Relevance

Abstract:

Janusz Korczak's pedagogical thought places the child and its needs at the center of educational reflection. Particular emphasis is given to the protection of children from abuse within their environment. The Polish educator addressed this issue both in his writings and in his practical work. In 1912, together with Stefania Wilczyńska, he established an orphanage in Warsaw, where children's rights were respected and conditions were created to support their comprehensive development. During World War II, the institution was dissolved, and its residents were deported to a Nazi extermination camp. Korczak remained with the children until the end, ultimately sharing their fate. Although he was unable to prevent their death, he affirmed that protection is a fundamental and universal right of every child.

The contemporary relevance of Korczak's ideas and activities is reflected in ongoing legal and pedagogical efforts to safeguard children. These initiatives must be continually adapted to new threats and evolving social realities. Korczak's appeal to uphold children's rights, ensuring their dignity and freedom, continues to resonate in modern discourse.

Key words:

Janusz Korczak, child rights, child protection



Andrea Homoki, PhD Hab., Gál Ferenc University Faculty of Health and Social Sciences

The connection points of child's rights and child welfare: 21st century child protection overview

Abstract:

While Ellen Key referred to the 20th century as the “century of the child”, central issues in 21st century European societies include protection against child abuse, emphasising the primacy of family upbringing, protection against systemic abuse within social, institutional and family frameworks, and the creation of a well-synthesised and integrated legal framework. Efforts to support and integrate children with physical, emotional or mental challenges resulting from deprivation or other impediments are also given prominence, focusing on the development of services in line with the needs-based principle in order to promote healthy development and provide opportunities for those at risk of falling behind. With an international perspective, we highlight that regardless of the society or the level of institutionalization, professionalism, and legal regulation of child protection, the necessity for preventive measures and the expansion of services aimed at preventing child vulnerability emerges as a future challenge in all relevant areas. The studies highlight the shared intersections of caring for and protecting children, despite international differences. This thematic issue pays tribute to the nearly 40-year-old UN Convention on the Rights of the Child and its closely related Hungarian Child Protection Act of 1997 (Act XXXI on the Protection of Children and Guardianship Administration). It also commemorates the 35th anniversary of the processes that have built and developed Hungary's child protection system.

Key words:

child and family care, child abuse, child rights, interventions



Magdalena Kapciak, student, The Pontifical University of John Paul II in Krakow

The Fear of Missing Out (FOMO) among university students

Abstract:

In recent years, a significant increase in the prevalence of the FOMO (Fear of Missing Out) phenomenon has been observed among young adults. The consequences of this phenomenon are not without impact on social and familial relationships.

The purpose of this presentation is to examine the phenomenon of FOMO among university students. FOMO, or the Fear of Missing Out, is defined as the anxiety associated with being disconnected or excluded from rewarding experiences.

The research presented here employs a quantitative approach. The study was conducted using a survey questionnaire distributed among a student population.

During this presentation, I will discuss the research findings and conclusions, which highlight the role of constant social media monitoring in diminishing well-being and intensifying the fear of exclusion.

The results indicate a relatively high level of FOMO among students, as well as significant perceived pressure and stress resulting from the constant need to stay updated and the fear of being marginalized by their peer group.

These findings may be utilized in future efforts to improve psychological well-being and to counteract the negative effects of excessive presence in the virtual world.

Key words:

fomo, mental health, TikTok, social media



Arkadiusz Krasicki, PhD, University of Zadar

Jesus' Childhood: Between Obedience and Disobedience (Luke 2:41–52)

Abstract:

The pericope Luke 2:41–52, which recounts the episode of Jesus remaining in the Temple at the age of twelve, presents a significant exegetical and theological issue concerning the interplay between obedience and apparent disobedience. At a superficial level, Jesus' decision to remain in Jerusalem without His parents' knowledge may be construed as a breach of filial obedience. However, a close textual and theological analysis suggests that the Lukan narrative does not seek to emphasize disobedience, but rather to reveal Jesus' distinctive filial identity and His fundamental orientation toward the will of the Father. His response—"Did you not know that I must be in my Father's [house/affairs]?"—expresses an early awareness of a divine mission that relativizes conventional familial obligations.

At the same time, the pericope concludes with a deliberate reaffirmation of Jesus' return to Nazareth and His continued obedience to His parents, thereby establishing a nuanced synthesis between divine sonship and human filial responsibility. Rather than positing a strict dichotomy between obedience and disobedience, the text implies a theological hierarchy in which obedience to God assumes primacy while remaining compatible with, and indeed manifested through, faithful adherence to human relational structures. Consequently, the Lukan portrayal of Jesus' childhood functions as a paradigmatic model for integrating divine vocation with the demands of ordinary human life.

Key words:

Lukan theology; Jesus' childhood; obedience to God; filial consciousness; divine sonship



Katalin Mező, PhD, University of Debrecen

The Role of Parental Influence in Shaping the Attitudes of Vocational Education Students Toward Their Peers with Special Educational Needs

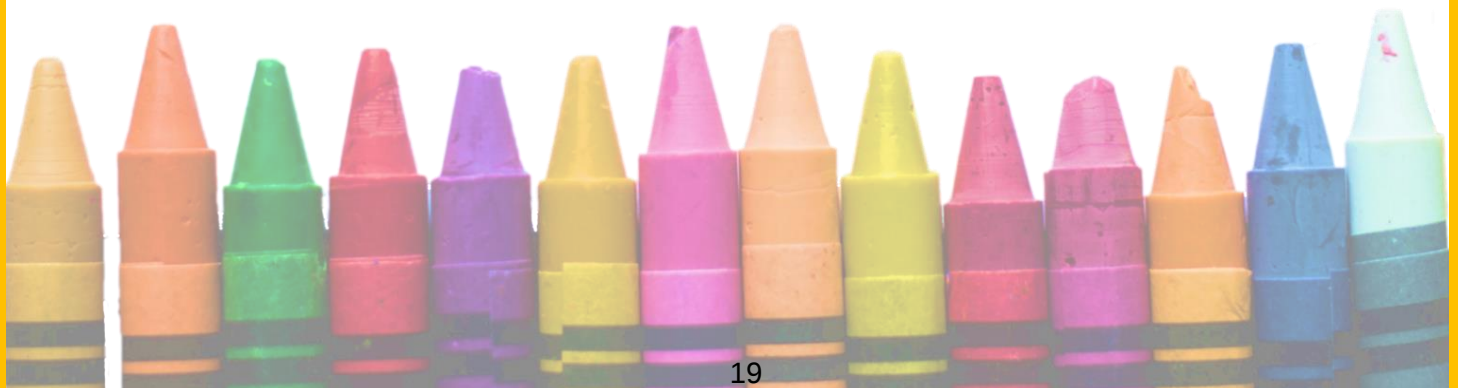
Abstract:

Theoretical Background: The present presentation aims to report a partial finding of a research project entitled “Peer Support in Vocational Education”, with a particular focus on the role of parental influence. A substantial body of empirical research (Gwiazdowska-Stańczak et al., 2021; Lan & Wang, 2023; Tedin, 2013) demonstrates that during the transitional developmental phase between adolescence and adulthood, family background and parental attitudes continue to exert a significant influence on the formation of students’ attitudes, values, and school-related behaviors. Notwithstanding the increasing salience of peer influences, parental opinions and behavioral models continue to retain a position of particular significance, especially with regard to attitude formation and decision-making processes (Do & Telzer, 2024; Fang et al., 2026). **Objective:** To examine the association between vocational education students and the perceived parental attitudes toward their peers with special educational needs, as well as differences according to gender and age groups. **Sample:** The study involved $n = 239$ secondary school students enrolled in vocational education (113 males, 126 females; 45.6% aged 14–17 years, 54.4% aged 18–21 years, i.e., legally adults, of whom 13.8% were students with special educational needs). **Method:** data collection was carried out using a self-compiled questionnaire administered in person, with the involvement of interviewers. Statistical calculations performed during data analysis: descriptive statistical analysis, chi-square test, and Spearman's rank correlation calculation. **Result:** there is no difference between genders and age groups in terms of vocational secondary school students’ attitudes toward their peers with special educational needs. The students' attitude is positive in the majority of cases (64.48%, $\chi^2 = 138.417$; $df=4$; $p<0.01$), whereas according to the students, their parents can be characterized by a neutral (39.8%) or positive (38.3%) attitude ($\chi^2 = 125.650$; $df=4$; $p<0.01$), and. There is a strong positive correlation between the students' attitudes towards students with special educational needs and the attitudes attributed by the students to their parents ($r_s = 0.802$, $p<0.01$). **Conclusion:** shaping students' attitudes towards special educational needs can also be

achieved through shaping the parents' attitudes, and conversely, students can also shape their parents' attitudes towards students with special educational needs.

Key words:

parental attitude, vocational education, special educational needs (SEN), student attitudes, peer relationships



Zsófia Miklódi-Simon, PhD student, University of Debrecen

Parental participation in foster care: The role of shared leisure activities in supporting effectiveness

Abstract:

This study examines the structure and educational implications of foster parental motivations in the North Great Plain region of Hungary, with a particular focus on inclusion, student support, and barriers to learning among children in foster care. It explores how different motivational profiles contribute to reducing educational disadvantages related to socio-economic status, ethnicity, and special educational needs (SEN), and how these motivations shape parental involvement in children's learning processes. Special attention is given to shared leisure activities in both school-based and out-of-school contexts, interpreted as key arenas of informal learning.

The analysis draws on two complementary datasets from the NEVERŐ2025 database (N=164; N=348). Exploratory factor analysis of a 21-item motivation scale identified five dimensions: altruistic–prosocial motivation, parental commitment, social responsibility, financial and environmental motives, and family tradition and life-cycle motivation, reflecting both intrinsic and extrinsic components.

Based on these factors, cluster analysis distinguished three motivational groups: (1) intrinsically motivated caregivers, (2) foster parents with a complex motivational background combining intrinsic and extrinsic elements, and (3) a low-motivation group. Parental involvement was measured through the frequency of shared leisure activities with foster children, explicitly including both school-organized extracurricular programs and out-of-school activities as forms of informal learning.

Statistical analyses (nonparametric tests and ANOVA) revealed significant associations between motivational profiles and socio-demographic variables (gender, education, ethnicity), as well as child-related characteristics (age, institutional background, SEN). Significant differences were found between clusters in parental involvement ($F(2,298)=8.08, p<.001$): foster parents with complex motivations showed higher involvement than both the intrinsically motivated and low-motivation groups, while no significant difference emerged between the latter two.

From an educational perspective, the findings highlight that parental involvement in both school-based and out-of-school activities plays a crucial role in supporting informal learning, inclusion, and developmental outcomes. Higher levels of

involvement are linked not only to intrinsic motivation but more strongly to complex motivational structures.

In conclusion, foster parental motivations are multidimensional and socially embedded, shaping both caregiving practices and children's educational experiences. Strengthening foster parental engagement and supporting diverse motivational resources may contribute to more inclusive educational outcomes and improved learning trajectories.

Key words:

Foster parents, motivation, barriers to learning, leisure activity



Magdolna Nemes, PhD - János Szecskó, master instructor, University of Debrecen

Opportunities for Internationalization in Teacher Training

Abstract:

The internationalization of higher education is increasingly emphasized in the training of teachers and helping professions, especially in terms of developing intercultural competences and strengthening international professional cooperation. The study examines the experiences of students in short-term international professional mobility programs with the participation of students majoring in social pedagogy and special education. The aim of the mobilities was to exchange professional experience, promote intercultural learning, and gain comparative knowledge of the educational and social systems of different countries. During the programs, students participated in professional lectures, seminars, institutional visits, and cultural programs, which created opportunities to engage in international professional discourse. The topics of the educational opportunities were the relationship between culture and education, the practical dimensions of volunteering and helping professions, and current issues in social work, with a special focus on child protection, prevention, and community interventions. In addition to professional programs, intercultural encounters and informal learning situations were given a prominent role, which contributed to the strengthening of the participants' cultural sensitivity and international perspective.

The empirical basis of the research is a questionnaire survey conducted among students, which examines the motivations for participation, intercultural learning experiences, and the perceived professional and personal effects of mobility programs. The questionnaire measures the usefulness of the program along several dimensions, including the expansion of professional knowledge, the development of intercultural experiences, the development of language competencies, and the change in key competencies related to lifelong learning. Preliminary results indicate that short-term international professional mobility programs play a significant role in the formation of students' professional identity, the development of intercultural sensitivity, and the strengthening of openness to international professional cooperation. Experience indicates that such programs can effectively contribute to the international dimensions of teacher education and training in the helping professions.

Key words:

internationalization, internationalization of higher education, student mobility,

Nóra Németh, PhD - Kata Vitéz, student University of Debrecen

Family contributions to science learning in Hungarian primary education

Abstract:

Our presentation examines how early STEM-related interests emerge at the intersection of formal schooling and family practices, with a specific focus on the Hungarian primary curriculum (NAT2020) and its international context. In Hungary, science education in grades 1–4 is provided as an integrated subject (nature studies), emphasizing experiential, observation based, and age appropriate learning. While NAT2020 increasingly supports with international inquiry based approaches, classroom practice often remains more content driven compared to Finnish or Anglo Saxon models, where outdoor learning, home based mini projects, and early experimentation are more systematically embedded. The paper investigates how everyday family activities naturally support foundational concepts in biology, geography, physics, and chemistry for children aged 6–10. Routine experiences—such as cooking, gardening, observing weather changes, or exploring how toys move—provide authentic entry points into STEM thinking. At the same time, certain family attitudes (e.g., fear-based prohibitions, negative subject stereotypes, or high lexical expectations) may hinder curiosity and confidence. Using a mixed-methods design – including teacher and parents surveys, and curriculum analysis – this research explores how families contribute to early science engagement, how these practices align with curricular intentions, and which attitudes support or inhibit sustained interest. The findings aim to inform teacher education, parent-guidance materials, and models of school–family collaboration.

Key words:

family involvement, inquiry-based learning, primary science curriculum, experiential learning



Nóra Németh, PhD - Sándor Szerepi, PhD - Tamás Szöllősi, PhD candidate,
University of Debrecen

Nursery practice and its links to family education

Abstract:

Early childhood education for the 0–3 age group closely complements the learning that begins in the family. Young children develop mainly through everyday routines, warm relationships, and simple shared activities—experiences that nurseries can extend in a professional, structured way. Our presentation shows how Hungarian nursery education, guided by the National Programme for Nursery Education and Care, supports and continues the family’s educational role without replacing it. The Hungarian system is unique worldwide in its clear principles, strong emphasis on emotional security, and carefully planned activity structure. Our narrative literature review draws on the National Programme and more than fifty Hungarian and international sources. The literature views the 0–3 period as an intensive and independent developmental stage. Because of rapid physical, cognitive, and emotional changes, children need a secure and predictable environment in families and nurseries as well. Hungarian nurseries build on this need by offering continuity, stability, and a respectful, partnership-based relation with parents. The National Programme identifies eight key activity situations, including care, play, movement, stories, and creative activities. In our presentation, we connect these principles with practical examples from observations in Hungarian nurseries, showing how institutional practice improves and complements family education in a uniquely coherent and child-centred way. This work represents the first phase of a broader research project that aims to compare Hungarian practice with international models in early childhood education.

Key words:

family education, nursery practice, early childhood, socio-emotional development



Magdalena Ochońska, PhD, The Pontifical University of John Paul II in Krakow

Learning to build closeness in the family through knowledge of family histories

Abstract:

Contemporary social changes, such as migration, divorce, single parenthood, and declining fertility rates, are contributing to the weakening of the traditional, multigenerational family model. As a result, the importance of so-called "beanpole" families, characterized by a narrow but multigenerational structure, is growing. In the face of these changes, activities that strengthen family bonds and build a sense of identity and intergenerational continuity are particularly important.

The aim of the presentation is to present family histories, genealogies, and family archives as tools that support building emotional closeness between family members. The presentation will highlight both the scientific foundations of family history research and the practical possibilities of using them in everyday life and in the work of professionals (educators, therapists, social workers). Particular attention is paid to the importance of intergenerational transmission, which enables the transmission of values, norms, and behavioral patterns.

The presentation will present specific methods for creating a family archive. The role of everyday practices—conversations, celebrating anniversaries together, cultivating traditions, and visiting places connected with family history—as essential elements in strengthening relationships will also be emphasized.

The presentation will present the results of our own qualitative research and an overview of new research areas (scientific fields) along with their practical applications in supporting children and their families (for both specialists and amateurs).

The conclusions indicate that consciously engaging with family history not only supports building bonds and a sense of belonging but can also serve a preventative and therapeutic purpose. Genealogy and family narratives thus become an accessible and effective tool for building lasting closeness within families.

Key words:

family history, generational trauma, genealogy, psychogenealogy

Erzsébet Rákó, PhD, University of Debrecen

Foster parents on raising Roma children

Abstract:

Both domestic and international research shows that children belonging to minority groups are represented in child welfare institutions at a higher rate relative to their population size (Neményi-Messing, 2007; Darvas et al., 2016; Drake et al., 2009; Cénat et al., 2021). In this study, we present research conducted with foster parents, the aim of which is to explore how foster parents view the issues surrounding the upbringing of Roma children and their own role in this process. We conducted semi-structured interviews with 41 foster parents. The majority of children raised in the foster families surveyed are Roma; we found only four families that did not have Roma children placed with them. Based on the responses, it can be concluded that the majority of the foster parents surveyed accept Roma children with reservations, a fact attributable to social prejudices. Foster parents see no difference in raising Roma and non-Roma children, but they have little knowledge of their family backgrounds and the customs of Roma families.

Key words:

foster parent, acceptance, Roma child, child protection



Yoeurng Sak, PhD Student, University of Debrecen

Teachers as Mentees? Institutionalizing School-Based Mentoring and Its Role among Novice and Non-Novice Teachers' Professional Development in Cambodia

Abstract:

School-based mentoring is a strategic method for teacher professional development, but Cambodian public education has yet to explore its implementation. The theoretical background of this study is guided by Bandura's self-efficacy, Vygotsky's sociocultural, and Kolb's experiential learning theory. This paper is to examine mentoring in a school-based program and its impact on teachers' professional growth in a Cambodian Secondary Resource School. RQ1: How is mentoring perceived within the school-based context in a professional development mentoring program for novice and non-novice teachers? RQ2: How did mentoring contribute to Cambodian teachers' professional development?

This qualitative case study used semi-structured interviews with school leaders, mentors, and mentees (N=8). Thematic analysis was applied following Barun and Clarke's six steps. The study found that institutionalising school-based mentoring in Cambodia provides a sustainable teacher capacity-building strategy. It suggests clearer job definitions, continued mentor preparation, and more administrative support to improve Cambodian secondary school mentoring systems.

Key words:

Teacher Professional Development, Mentoring Program, Mentors' Role, Cambodia, Secondary Resource School



Riad Soltani, PhD student, University of Debrecen

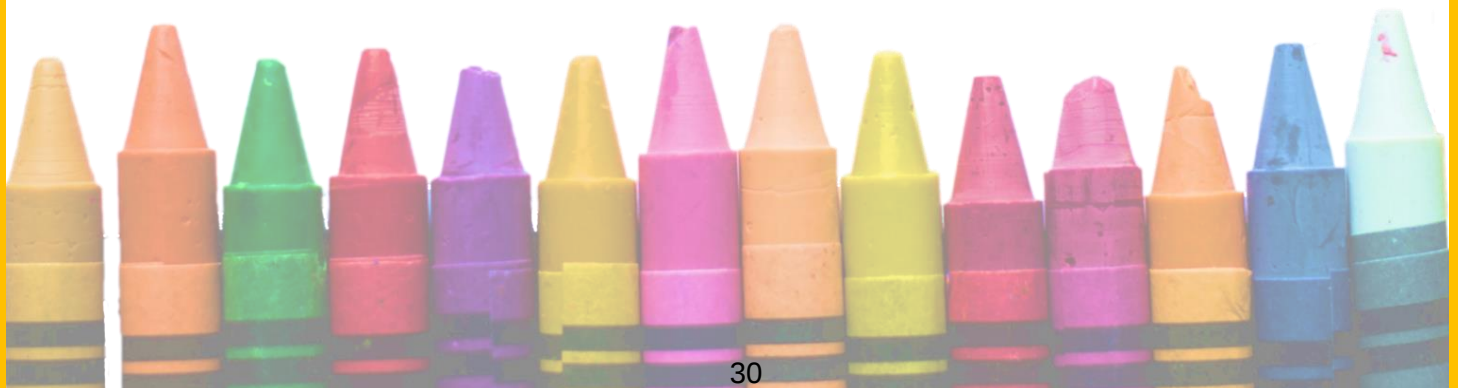
"They Don't Ask Because They Don't Know What to Ask": The Social Organization of Silence and Non-Participation in Educational Settings

Abstract:

Classroom silence is routinely attributed to low language proficiency or insufficient motivation. This study reconceptualizes non-participation as a socially organized phenomenon shaped by face-work, psychological safety, cultural norms, and epistemic access mechanisms operating across all educational environments, including family and formal schooling contexts. Data is derived from 18 semi-structured interviews with university educators teaching international student cohorts across multiple faculties (engineering, medicine, psychology, economics, linguistics). Analysis followed an iterative Constant Comparative Method, with cross-case analytic memos systematically tracking convergences, divergences, and negative cases. The social-theoretical framework draws on Goffman's (1967) conceptualization of face as a cooperatively constructed interactional resource, and on Macaro et al.'s (2018) systematic identification of participation as a persistently undertheorized dimension of multilingual educational settings. Educators consistently framed participation as an achievement contingent upon three interlocking conditions: psychological safety and norm-setting; face management and hierarchical positioning; and culturally patterned expectations about appropriate learner behavior. A recurring boundary condition; termed silent failure; emerged across cases: learners remain silent not from fear of evaluation alone, but because insufficient conceptual understanding prevents them from formulating intelligible questions. This epistemic dimension of silence is absent from deficit-oriented participation models. Crucially, Cheng (2000) established that student reticence is produced not by fixed cultural attributes but by specific situational and relational conditions, a finding the present data extend beyond language classrooms into broader educational settings, including family-mediated learning environments. Participation therefor is a social and epistemic achievement, not a proficiency proxy. Educational interventions across family, school, and higher education settings must address interaction design, psychological safety, and norm-setting alongside content delivery.

Key words:

classroom participation; face-work; silent failure; psychological safety; social aspects of education



Paulina Stawiarska, Student, The Pontifical University of John Paul II in Krakow

Stress related to social relationships and the tendency to engage in risky alcohol consumption. Gender differences among young adults.

Abstract:

This presentation aims to present the current problem of an increase in alcohol consumption in connection with the growing feeling of stress due to gender. The presented research focuses on the research was to determine the level of intensity of both phenomena and to examine the relationship between them. Gender differences were also analyzed in order to assess whether they influence patterns of alcohol consumption and levels of stress. The study was conducted using questionnaires designed to measure stress levels (SIAS) and to identify behaviors related to risky drinking (AUDIT).

The obtained results indicate a relatively high level of both perceived stress and a tendency toward risky alcohol consumption in the studied group. During the speech, the results of the research and conclusions that can draw attention to the roles of alcohol and stress and discover the relationships that occur with both of these factors will be presented. These results can be used in further efforts for people at risk of addiction and can be inspired for tailored forms of support. With regard to gender differences, the findings suggest that both women and men exhibit a propensity for risky alcohol consumption, although its severity appears to differ depending on occupational characteristic, associated stress levels and the quality of social relationships. The findings contribute to a better understanding of the phenomena under investigation and may form the basis for the development of preventive measures.

Key words:

stress, interpersonal relationships, alcohol, risky behavior, Alcohol Use Disorder Identification Test, Social Interaction Anxiety Scale

Beata Sutor, student, The Pontifical University of John Paul II in Krakow

The “Odyssey of the Mind” educational program according to the participants

Abstract:

This presentation focuses on presenting and analyzing the opinions of participants in the international educational program Odyssey of the Mind in the context of its significance for the development of creativity and generativity. The aim of the study was to explore participants’ views on the program, the methods and work formats used within it, as well as the outcomes resulting from their participation. The study was conducted using a qualitative method based on 8 interviews with long-time participants of Odyssey of the Mind. The questions focused on the experiences and memories gained during participation, as well as on opinions regarding group work, the role of teachers in the process, and the acquisition of new skills. During the presentation, the research findings will be presented, which can be utilized in further initiatives for students. The presented results may serve as inspiration for broader use of the Odyssey of the Mind models and its international promotion.

Key words:

Odyssey of the Mind, creativity, generativity, school support, educational programs



Ágnes Szabó, PhD, University of Debrecen

**Assessment of Speech Perception and Speech Comprehension Today:
The Latest Findings of GMP Diagnostics**

Abstract:

The GMP is a comprehensive diagnostic procedure designed to assess speech perception and speech comprehension, primarily suitable for mapping the linguistic perception abilities of preschool and early primary school children. During first language acquisition, certain mechanisms of speech perception may develop more slowly or may show functional disturbances. These difficulties can occur not only in children with delayed speech development but also among typically developing children, often remaining hidden and emerging later as difficulties in school learning processes.

The identification of delays or deficits in speech perception is only possible through targeted, structured task series, which is precisely what GMP diagnostics provides.

This standardized procedure has supported speech therapy and special education practice in Hungary for more than thirty years and has become one of the most reliable assessment methods for identifying speech perception disorders. The diagnostic process is relatively time-efficient (the full administration takes approximately 30 minutes) and is capable of revealing the entire process of speech perception, including the sub-processes essential for the acquisition of both spoken and written forms of the mother tongue.

Since 2025, nearly 300 students have completed the training course required for administering GMP diagnostics, during which each participant was required to assess five children in order to obtain certification. The present study processes the resulting dataset of more than 1,200 assessments, providing a comprehensive overview of the current level of speech perception development among Hungarian children.

Key words:

GMP diagnostics, speech perception, speech comprehension

János Szecskó, master instructor, University of Debrecen

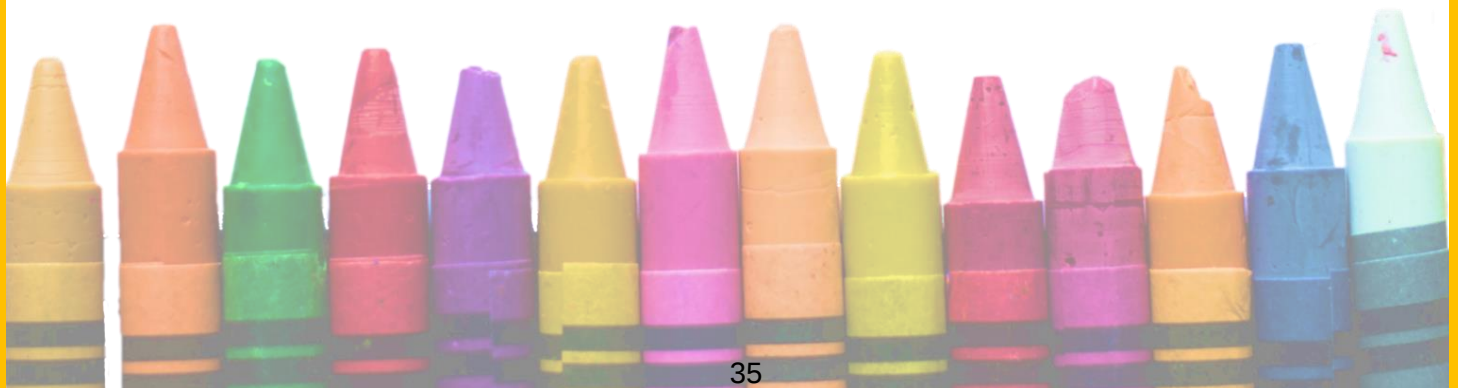
Experiences of school social workers in cooperation in public educational institutions

Abstract:

School social work became a mandatory service of the Hungarian child welfare system from 1 September 2018, when, pursuant to the amendment to Act XXXI of 1997, the Family and Child Welfare Centres became responsible for providing the service in educational institutions. As a result of the legislative change, a social professional with a different professional background from that of teachers appeared within the organizational framework of public educational institutions, which created a new situation of cooperation between the educational and social spheres (Herczeg–Héderné 2023). The introduction of the service took place in a social environment characterized by significant economic and social changes, which pose new challenges to educational institutions and the professionals working there (Kaszáné et al. 2022). In this context, a particularly important question is how cooperation develops between school social workers and institutional actors. The research presents partial results of a broader, doctoral research that examines the institutional embedding, professional role and operational experiences of school social work. The research covers several dimensions, such as professional identity, working conditions, work forms and the child protection role, but this study specifically focuses on the experiences of institutional and interprofessional cooperation. The aim of the study is to explore how kindergarten and school social assistance workers evaluate their relationships with teachers, institution leaders, students and parents, as well as how cooperation with other helping professionals and actors in the care system is implemented. The research used a qualitative method: semi-structured interviews were conducted with ten kindergarten and school social assistance workers in Hajdú-Bihar County. The expected results of the research indicate that cooperation develops differently in institutions: while in some places a stable partnership is established with teachers and other professionals, in other institutions role uncertainty and integration difficulties continue to appear. The study may contribute to a deeper understanding of the institutional embedding and cooperation practice of kindergarten and school social assistance activities.

Key words:

school social work, cooperation, child protection, kindergarten and school social worker



Zoltán Szerdahelyi, PhD – Norbert Tóth, PhD, University of Debrecen

An Examination of the Components of Physical Activity Among Roma Students in Hajdúböszörmény

Abstract:

Studies on the physical activity of high school-aged students have received significant attention in recent years, particularly among socioeconomically disadvantaged communities.

The impact of regular physical activity on mental, physical, and social well-being is well known; however, exploring the physical activity and motivational patterns of certain populations—such as Roma youth—remains a relatively under-researched area. The aim of this study is to assess the components of physical activity and the motivational background among Roma high school students in Hajdúböszörmény, with particular attention to the role of external and internal factors, as well as to identify quantitative and qualitative indicators of the target group's recreational sports habits.

The quantitative research was conducted using a questionnaire (N=104), with the participants' average age being 15.34 years (SD=0.88). In addition to sociodemographic data, the questionnaire assessed the characteristics of the components of regular physical activity (work, commuting, household chores, recreational sports) and explored the motivational dimensions underlying sports habits. Data analysis was performed using IBM SPSS Statistics 29.0, including descriptive statistics, cross-tabulation, and cluster analysis. The physical activity levels of the Roma students studied show considerable variability.

Boys have a stronger intrinsic motivation, participate in organized sports more frequently, and are more likely to engage in competitive sports. This difference is significant and can be attributed to differing lifestyle and activity patterns. Furthermore, Roma girls exhibit the lowest willingness to participate in sports. Girls' inactivity is a critical area that warrants targeted prevention and motivation strategies.

Key words:

physical activity, Roma youth, motivation

Sándor Szerepi, PhD, University of Debrecen

The implementation of the nature-based approach in early childhood education program

Abstract:

A few years ago, we launched an innovation module titled “Nature-Based Preschool” as part of our preschool teacher training program (Faculty of Child Development and Special Education, University of Debrecen). The module is a required elective and consists of five courses: Gastronomic Opportunities in Preschool, Kitchen Garden Plants in Preschool, The Role of Small Animals in Preschool, Dog Assistance in Preschool, and Preschool Activities in Nature. The innovation is primarily driven by the observation that the “Alpha Generation” entering kindergarten is increasingly disconnected from nature. Our goal is to reduce this disconnect and partially compensate for the lack of experiences at home and in the local community. Through a series of interconnected courses, preschool education students learn methods for organically integrating the natural environment into preschool life in a highly practice-oriented manner. Over the past few years, the module has become increasingly popular, as a significant portion of the students participating in the program no longer possess the knowledge needed to bring the phenomena of the natural environment closer to preschool children. After completing the courses, students enrolled in the module are enriched not only with practical knowledge but also with personal experiences, which they can apply in their future work in preschools. In our presentation, we would like to briefly outline this process.

Key words:

kindergarten education program, the nature-based approach, gastronomy, pets, home garden plants



Tamás Szöllősi, PhD student, University of Debrecen

Institutional Patterns of Family–School Communication in Hungarian Secondary Schools

Abstract:

The impact of cooperation between family and school on students' school success has been examined for decades in both Hungarian and international research (Epstein, 2001; Palts & Harro-Liot, 2015; Kocsis et al., 2025). Communication between families and schools is a key area of secondary education, as it influences students' academic progress and parents' perceptions of how schools operate (Baker, 2006; Bacskai et al., 2024). The aim of this presentation is to show how Hungarian secondary schools represent their relationship with families in official institutional documents, and what types of communication patterns and institutional profiles can be identified on this basis.

The research is based on a qualitative document analysis. The study examines the organisational and operational regulations and pedagogical programmes of secondary schools in two regions of Hungary. The analysis focuses on the formal and informal forms of communication and programmes that schools define for families, and on the educational approach reflected in these documents. The interpretation of communication practices also draws on a functional approach to communication (Jakobson, 1960).

The results show several distinct institutional profiles. In the administrative–formal profile, communication with families is mainly connected to legal obligations and mandatory contact forms. In the communication-oriented profile, digital channels and fast information flow are emphasised. The partnership-supportive profile interprets families as active participants in the educational process, in line with complex approaches to parental involvement (Epstein, 2001). In addition, a context-sensitive profile can be identified, in which school documents reflect local social conditions and respond to different family resources through a compensatory institutional role (Imre, 2015; Koltói et al., 2019; Széll et al., 2020).

The presentation highlights that the analysis of institutional documents is a useful tool for exploring schools' views of families and their communication practices, and it contributes to an empirical understanding of family–school relationships in secondary education.

Keywords:

family–school cooperation; secondary education; communication practices;
institutional profiles; parental involvement

Eni Turkalj, PhD student, University of Zadar

The Spatial Dimension of Catholic Religious Education of Early and Preschool Age Children in the Republic of Croatia

Abstract:

Alongside the family, the development of spirituality in children of early and preschool age also takes place in other life spaces, such as the parish community and kindergarten. In contemporary pedagogy, space is recognised as an important factor in the educational process that shapes the experience of learning and play. Since nurturing a child's spiritual dimension is an essential component of their holistic development, space within the context of religious education in kindergarten acquires particular significance, as it may possess symbolic, relational, and experiential dimensions.

The aim of this paper is to analyse and compare the organisation of space in two approved religious education programmes for children of early and preschool age in Croatia: the programme of Catechesis of the Good Shepherd and the programme of Catholic religious education. In Catechesis of the Good Shepherd, space is mostly organised in the form of an atrium with permanent, pre-defined thematic areas that form part of a prepared environment. In contrast, in kindergarten groups implementing the programme of Catholic religious education, there is usually one permanent religious corner in the main classroom, while religious themes can be organised through flexible activity centres, with a single topic being explored through various interconnected activities.

The paper is based on the analysis of relevant (religious) pedagogical literature and employs an interdisciplinary and comparative approach to highlight similarities and differences in the organisation of space and materials, as well as their pedagogical significance in fostering the development of spirituality in early childhood.

Key words:

educational space; Catholic religious education; Catechesis of the Good Shepherd; kindergarten; early and preschool age

Natalia Twardosz, PhD, The Pontifical University of John Paul II in Krakow

**Early Career Adaptation of Preschool Teachers: Exploring Tensions
Between Professional and Personal Role**

Abstract:

Early career adaptation of preschool teachers is a complex process shaped by both institutional and individual factors. An important aspect of this process involves tensions arising from the need to balance multiple social roles, including professional and personal ones. The aim of this presentation is to examine selected determinants of early career adaptation among preschool teachers, with a particular focus on tensions between roles.

The study is based on a quantitative research strategy conducted among teachers at the initial stage of their professional careers. The presentation outlines the research design, applied instruments, and general directions of the findings. Preliminary analyses suggest that tensions between professional and personal spheres may constitute a significant factor differentiating the process of professional adaptation.

The presented results are preliminary and form part of a broader research project currently in progress. The presentation also aims to situate the findings within the wider context of research on teacher adaptation and the multiplicity of social roles they perform.

Key words:

professional adaptation, role conflict, preschool teachers



Anikó Varga Nagy, PhD, University of Debrecen

Educators at the Frontline - Guiding Curiosity in the Age of Artificial Intelligence

Abstract:

This lecture examines the impact of artificial intelligence on early childhood education, placing educators at the center of pedagogical and ethical decision-making. As AI becomes embedded in young children's everyday environments, early childhood professionals are increasingly required to interpret, mediate, and critically evaluate its role in learning processes. The presentation argues that the foundations of future-oriented competencies—such as adaptability, creativity, critical thinking, and collaboration—are shaped through play-based, relational, and emotionally secure early experiences, and that educators are key in safeguarding these conditions in AI-rich contexts.

Rather than approaching AI as an end goal, the lecture positions it as a pedagogical tool whose meaningful integration depends on educators' professional autonomy, reflective practice, and ethical awareness. Particular attention is given to how educators navigate challenges related to digital inequality, guided digital engagement, and the responsible use of AI in developmentally appropriate ways. The discussion is framed within child-rights-based and ethical perspectives (UNESCO, UNICEF), emphasising the educator's responsibility to ensure that technology use aligns with children's well-being, agency, and dignity.

The lecture highlights that AI should support and not replace human relationships, and that educators remain the primary interpreters of children's experiences in increasingly technologised environments. Ultimately, it is the educator's responsiveness, critical judgment, and commitment to child-centred values that determine whether AI enhances or undermines early learning. Children's curiosity continues to be the driving force of development, but it is the reflective and ethically grounded educator who ensures that this curiosity can flourish meaningfully in the age of artificial intelligence.

Keywords:

early childhood education, the impact of artificial intelligence, child-centred values

Alina Zemelka, PhD candidate, Ignatium University in Kraków

The Educational Power of Adult Fallibility and Helplessness in the Family as a Learning Space

Abstract:

What is fragile in adults may be as formative as what appears stable. The paper addresses the condition of contemporary family authority, situating it within the framework of family studies, pedagogy, and philosophy. It departs from the image of the adult as a coherent, competent, and infallible figure. Instead, I propose an understanding of authority as inherently fragile, emerging within conditions of uncertainty, overload, and chronic anxiety embedded in contemporary family life.

The central assumption is that fragile family authority, revealed in adult error and helplessness, may constitute a developmental resource for the family, provided it is recognised and acknowledged. Selected situations of family life are analysed in which adults encounter their own limits: they overreact, misjudge situations, fail to provide adequate support, or face illness, psychological crisis, job loss, or relationship breakdown.

What proves decisive is not the mere occurrence of error, but the manner in which it is experienced and integrated into the dynamics of family life. The critical issue is whether experiences of helplessness are contained within silence, shame, and the fiction of omnipotence, or whether they open a space for naming difficulties, asking for help, and jointly seeking solutions.

The integration of a systemic approach to the family with selected concepts from developmental psychology, family pedagogy, and the philosophical categories of fragility and responsibility makes it possible to conceptualise responses to adult error as an implicit educational programme, shaping understandings of strength, guilt, repair, and loyalty. In conclusion, family authority is reconceptualised as the capacity to responsibly guide others in conditions of uncertainty, with an acknowledgement of one's own limits, thereby opening new perspectives on the development of all family members.

Keywords:

family authority, fragility of authority, educational error, parental helplessness, authenticity