



Hochschule Düsseldorf
University of Applied Sciences
HSD



Deutsche
Korczak-
Gesellschaft
e.V.



International Janusz Korczak
Association

Międzynarodowe Stowarzyszenie
im. Janusza Korczaka



Program

ESA RN10 Mid-term Conference "Children's and Youth Perspectives:
Voices in Their Own Narratives and Socio-Educational Contexts."

Date: February 5–6.2026.

Place: Dusseldorf, Germany, Hochschule Düsseldorf - University of Applied Sciences

Address: Münsterstr. 156, 40476 Düsseldorf, Building 3.

<https://maps.app.goo.gl/8wvKmZGbPN5XuuTj6>

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Framework of the Conference

DAY 1 – 5. February (9.00 - 16.15)	
9.00 – 9.30	Registration of Participants
9.30 – 10.00	<p>Opening Keynotes – Session Chair: Prof. Dr. Hab. Anna Odrowąż-Coates, Chair of ESA RN10, President of International Korczak Association, UNESCO Janusz Korczak Chair in Social Pedagogy, Maria Grzegorzewska University, Poland</p> <p>Prof. Dr. Edeltraud Vomberg. President of the University of Applied Sciences Düsseldorf Dr. Des. Agata Skalska, Hochschule Düsseldorf, Prof. Dr. Agnieszka Maluga, German Korczak Society</p>
10.00 – 10.15	<p>Keynote 1 (Opening Address) – Educating for Truth and Freedom: Janusz Korczak’s Pedagogy in the Era of Cognitive Conflict</p> <p>Prof. Dr. Hab. Anna Odrowąż-Coates, Poland.</p>
10.15 – 10.45	<p>Keynote 2 – Successful Educational Trajectories of Children from Schools with the Lowest Socio-Economic Status (SES)</p> <p>Dr. Ane López de Aguilera Jaussi, Spain.</p>
10.45 – 11.15	<p>Keynote 3 – Janusz Korczak’s Educational Philosophy and its Relevance Today</p> <p>Dr. Inna Spivakova, Svitlana Petrovska, Liliia Maidanyk, Ukrainian Janusz Korczak Association. With students: Maya Feldman, Sofiia Bielichenko, Mariia Smirnova, Mila Spivakova – students of Klovisky lyceum #77, members of the Ukrainian Janusz Korczak Association. Ukraine.</p>
11.15 – 11.45	<p>Keynote 4 – Janusz Korczak’s “social education“ following Paul Natorp</p> <p>Dr. Michael Kirchner, Bielefeld University. Germany.</p>
11.45 – 12.00	<p>Performative Board (on What would Korczak DO?) WHAT CAN WE DO TO HELP CHILDREN and YOUTH caught up in violent military conflict situations [as IKA, as Korczak Associations, as students and teachers] How can we prevent violence and misinformation [participants will be required to pin their ideas on the board or place them in a box]</p> <p>Moshe Shner, Avi Tsur</p>
12.00 – 12.30	Coffee Break
12.30 – 14.00	<p>Parallel Sessions</p> <p>Session 1 – Chair: Dr Antigoni-Alba Papakonstantinou Session 2 – Chair: Prof. Eva Gonçalves Session 3 – Chair: Dr. Des. Agata Skalska Session 4 – Chair: Dr. Avi Tsur Session 5 – Chair: Dr. Eleni Tsiknakou</p>
14.00 – 14.45	Lunch Break
14.45 – 16.15	<p>Workshop: “Wie moet er passen?” (Who should fit?)</p> <p>Lead by Arie de Bruin and Hélène Dongelmans, Netherlands.</p>

16.15-17.00	Film presentation of winning works from KORFILM Festival 2025 https://www.korfilmfest.com/
19.00 onwards	IKA Board and ESA RN10 Board meeting Board members and guests of the Board Location to be confirmed
DAY 2 – 6. February (9.00-14.00)	
9.00 – 9.30	Keynote 5 – “Who Owns the Perspective? Power, Voice and Adulthood in Childhood Studies” Prof. Dr. Katja Gramelt, University of applied sciences, Germany.
Plenary Session 1 9.30 – 11.00 Chair: Dr. Des. Agata Skalska	
9.30 – 10.00	Janusz Korczak’s Wisdom Concerning Children’s Voices in Socio-educational Contexts Dr. Avi Tsur, Israel.
10.00 – 10.30	“You don’t know how it is to be the only black student in the classroom”. Narratives of Black students in Greek secondary schools. Prof. Dr. Antigoni-Alba Papakonstantinou, Anastasia Kelesidi, National and Kapodistrian University of Athens, Greece.
10.30 – 11.00	Beyond Representation: Strengthening Muslim Youth Participation in Urban Life Redouan Aoulad Ali, Circle of Muslims in Düsseldorf (KDDM) & Dr. Des. Agata Skalska, Hochschule Düsseldorf, Germany.
11.00 – 11.30	Coffee Break & Poster session
Plenary session 2 11.30 – 12.30 Chair: Prof. Eva Gonçalves	
11.30 – 11.50	A City fights for Freedom. The Narrative of Lwów Eaglets in the interwar Poland. Prof. Damian Markowski, Pilecki Institute, Warsaw, Poland,
11.50 – 12.10	Desynchronized time, a neglected form of structural violence on children and youth. Prof. Daniel Gabaldón-Estevan, Universitat de València, Spain.
12.10 – 12.30	Participatory research with children – reflection on the challenges. Prof. Ewa Jarosz, University of Silesia, Poland
12.30 – 12.50	Keynote 6 (Closing Address) – “Listen to the future!” Karin Morrison
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Keynotes

Keynote 1

Educating for Truth and Freedom: Janusz Korczak's Pedagogy in the Era of Cognitive Conflict, Prof. Anna Odrowąż-Coates, Poland.

In an age when truth itself has become a contested domain and societies face the destabilising effects of cognitive warfare, education must be reclaimed as a strategic space for cultivating resilience, empathy, and democratic participation. This keynote reinterprets Janusz Korczak's humanistic pedagogy, rooted in respect, responsibility, and children's self-governance, as a framework for confronting today's crises of disinformation, fear, and social fragmentation. Drawing parallels between early twentieth-century Europe and the contemporary global landscape, the presentation argues that Korczak's model of participatory education offers a "protective cognitive shield": an ethical and epistemic defence against manipulation and authoritarianism. By positioning children and young people as epistemic agents rather than passive recipients, we can renew education's role as a co-constructed process that builds collective cognitive integrity and democratic resilience. Reviving Korczak's forgotten legacy thus becomes not an act of nostalgia but an urgent strategy for safeguarding truth, freedom, and humanity in the twenty-first century.

Keynote 2

Successful Educational Trajectories of Children from Schools with the Lowest Socio-Economic Status (SES) - Dr. Ane López de Aguilera Jaussi, Spain.

Across decades of research and international policy efforts, educational inequalities continue to be a persistent challenge. Students from the lowest socio-economic backgrounds still face the greatest barriers to academic achievement, higher dropout rates, and limited access to quality education. The COVID-19 pandemic has further widened these gaps. In this vein, in scientific literature, traditional analyses have often attributed these inequalities to family or community background, in many cases reinforcing rather than reducing exclusion.

However, a growing body of evidence demonstrates that research across diverse countries has identified effective, replicable interventions that promote successful educational trajectories for children in low-SES schools. In addition, more scientific analyses are being made about the successful educational trajectories of the students from vulnerable backgrounds who have achieved excellent educational outcomes and which actions and factors are behind them. These actions include Successful Educational Actions as highlighted by the literature for achieving successful educational trajectories of vulnerable students.

Such findings challenge the deterministic view of social origin as destiny. Instead, they highlight the potential of scientific evidence of social impact to transform schools serving the most vulnerable populations.

This keynote explores how these successful trajectories emerge, what educational and social factors sustain them, and how they can inform policy and practice to ensure that all children, regardless of their socio-economic background, thrive academically, emotionally, and socially.

Keynote 3

Janusz Korczak's educational philosophy and its relevance today - Dr. Inna Spivakova, Svitlana Petrovska, Liliia Maidanyk, Ukrainian Janusz Korczak Association.

With students: Maya Feldman, Sofiiia Bielichenko, Mariia Smirnova, Mila Spivakova – students of Klovsyky lyceum #77, members of the Ukrainian Janusz Korczak Association, Ukraine.

The Ukrainian Janusz Korczak Association took its first steps at the end of 1993, and in 1994 was accepted into the International Association of Janusz Korczak. It united people of different professions, nationalities, and political orientations who appreciated the personality and ideas of Janusz Korczak and were ready to work to disseminate and implement them in practice.

Svitlana Vasylivna Petrovska is the founder of the Ukrainian Janusz Korczak Association, a fifth-generation teacher, Honored Teacher of Ukraine, director of the Museums at Klovsyky lyceum.

Korczak's pedagogical and artistic works were published in Russian and Ukrainian during Soviet times, but were censored. At the same time, most of his works were never published. The implementation of his democratic ideas could not be widely disseminated in a totalitarian state. We were deprived of the opportunity to join a significant part of Korczak's legacy.

Janusz Korczak created a deeply thought-out system of education, synthesized the humanistic tradition of European and Polish pedagogy, rich personal practical experience and the memory of his own childhood. His orphanages for Jewish, Polish and Ukrainian children became creative laboratories. We are sure that this system is necessary in the new Ukraine. His pedagogical system is universal and inexhaustible.

The main center of the Association is Klovsyky Lyceum No. 77 in Kyiv, where the museum "In Memory of a Teacher" dedicated to Janusz Korczak was created, and an independent student press, where new ideas of the society are born.

The society conducts creative, fruitful work to disseminate the ideas and heritage of Janusz Korczak, members of the society provide practical and psychological assistance to children.

The creative achievements include performances based on the works of Janusz Korczak "Wings" and "Alone with God. Prayers of Those Who Do Not Pray" (artistic director Natalia Laukamp), in which only children are actors. These performances have been repeatedly awarded with awards and diplomas.

The lyceum hosts quizzes for primary school students: "What do you know about Janusz Korczak?", children's quests for primary and secondary school students, excursions, seminars for teachers. Lyceum students participate in the action "Warsaw Ghetto Uprising", watch videos and documentaries about the life of Janusz Korczak. The lyceum also hosts a permanent exhibition of drawings "Korczak through the eyes of children".

The memorial plaque to Janusz Korczak was opened on November 20, 2012 in Kyiv at 47 Volodymyrska Street. The author of the project is Ivan Grigoriev. Students and teachers of the Klovsyky Lyceum, friends of the Ukrainian Society of Janusz Korczak, representatives of the Polish Institute in Kyiv and many guests of the city constantly meet near the memorial plaque.

In 2016, Janusz Korczak Street appeared in the capital of Ukraine.

For many years, Ukrainian teachers and students have collaborated with the Polish summer camp "Korczakowo ". This year, thanks to the American Janusz Korczak Association, 2 teachers and 2 students could go to the camp.

In 2019, the Order of the Smile was awarded in Kyiv to the teacher Svitlana Vasylivna Petrovska, who became the 1041st Knight of the Order of the Smile. She taught children dignity, honesty, and always told them the truth. Students of different generations (some of them came with their grandchildren) answered the teacher: "Without you, we would be different."

A presentation of Janusz Korczak's novel "The Adventures of King Matt" was held at the Klovsyky Lyceum with the participation of the editor of the first complete Ukrainian edition of the novel, Ivan Malkovich.

Through the efforts of the society, together with the publishing house "Dukh i Litera", headed by Leonid Finberg, many books by Janusz Korczak were published in Ukrainian: "Human Child", which included the works "How to Love a Child", "Diary", "Moses", "Senate of Madmen", "Alone

with God"; "The Right to Respect" "Janusz Korczak. Pages of Biography" by Joanna Olczak-Roniker. In 2019, Marcia Talmage Schneider's book "Janusz Korczak: Sculptor of Children's Souls" was published in Ukrainian, the translation of which from English was made by students of Klovisky Lyceum No. 77 in Kyiv.

Participation in this project for children is a study of history, a story about the events of past years, a story about school museums, acquaintance with the traditions and culture of other countries and the preservation of their cultural heritage. The development of creativity and personality are the main priorities.

This project has an interesting history. It began with the meeting of Marcia Talmage Schneider with Svitlana Petrovska at the Third International Congress on the Rights of the Child in Warsaw in 2017. This is where the idea of a project to translate the book into Ukrainian was born. Svitlana Vasylyvna suggested that the students of the Klovisky Lyceum translate the book.

The project had several goals: to familiarize Ukrainian society with the methods of work of the outstanding Polish teacher, doctor and writer Janusz Korczak; to improve students' literary translation skills from English into Ukrainian; to promote the development of students' creativity, the ability to express their opinion and convey the opinions of others during translation; to familiarize students with the ideas of tolerance, the need for dialogue; using the life experience of the book's heroes as an example, to educate children in the best moral values: love for people, nobility, justice, protection of the weak, etc.

Each chapter of the book is a separate memoir. Its heroes were both the pupils and mentors of the Janusz Korczak orphanage "Our Home". Students, teachers and parents were involved in the project. While translating the book, the students became interested in some Jewish holidays and traditions, and found additional information on the Internet. In order to preserve the author's individual style, each child had to experience the events set forth in the book together with the hero in order to better understand him. In addition, the illustrations for the chapters and the book cover were made by a lyceum student, Kurganskaya Anastasia.

On March 19, 2019, the presentation of the book took place. And in May 2019, a meeting of the lyceum community with Marcia Talmage Schneider herself took place. Representatives of the Embassy of the Republic of Poland and the Polish Institute in Kyiv also attended the meeting. Today, senior lyceum students are reading to high school students the translated book "Janusz Korczak: Sculptor of Children's Souls."

Members of the society are participants in most conferences dedicated to Janusz Korczak. In October 2022, the year when the war started, Majdanyk L.I., a teacher at the Klovisky Lyceum managed to participate in the International Conference "Janusz Korczak and Children - Lessons from the Past and Hope. 80th Anniversary of the Death of Janusz Korczak"

The Ukrainian Society of Janusz Korczak took an active part in the All-Ukrainian Scientific and Practical Online Conference "Humane Pedagogy in the Context of European Integration: JANUSZ KORCHAK'S IDEAS ON THE ABSOLUTE SELF-VALUE OF A CHILD" on May 19, 2023 at the Pavlo Tychna Uman State Pedagogical University. Members of the Society Majdanyk L.I. and Nachkebia N.A. introduced the conference participants to the work of the Society.

On May 28, 2025, teachers of Klovisky Lyceum No. 77 and students became participants in an international online meeting, the topic of which was « Presentation of the work of Klovisky Lyceum students on the book «The Adventures of King Matt», written by Janusz Korczak. The participants of the online meeting were students of grades 6 A, 6B, 7A and 9 A, lyceum teachers: Maidanyk L.I., Golovkina O.M. and the head of the American Janusz Korczak Association Mariola Stralberg and the authors of the puppet theater from Nashville, Tennessee Mary Tanner and Brian Hull, who created the puppet show "King Matt the first"

Students of grade 1A shared wonderful drawings and moving paper puppets that they created for the main characters Matt and Clue-Clue (leader Bychok I.A.) Lyceum students in grades 6-7-9 presented a portrait of King Matt, shared translations of their favorite chapters of the novel, presented their drawings and participated in a discussion of the history of the creation of the novel and the main characters. The students had the opportunity to see the heroes of puppetry and learn

about the amazing success story of the guests of the meeting: Emmy Award-winning Brian Hull (Brian is popular as a puppeteer, illustrator, animator, writer and director, actor, voice artist and opera singer) and Mary Tanner.

The name of Janusz Korczak has become more well-known in Ukrainian society, his ideas are spreading more and more. But these are only the first steps in understanding the inexhaustible legacy of the outstanding teacher.

Today we have learned a lot of lessons that our life brings to us. We hear the siren and know where to hide, we read the news and react if there is a missile attack. We can share the experience of how Janusz Korczak's legacy helps us live today, during the wartime. With Janusz Korczak's legacy we are aware of the future. This conference is an important bridge between communities. We care about the same interests, emotions, values, educational needs, children's rights, we want a peaceful world for all and we live by Janusz Korczak's legacy.

List of sources used:

1. Schneider Marsha Talmage. Janusz Korczak: Sculptor of Children's Souls /: Spirit and Letter, 2019. – 200 p.
2. <https://korczakusa.com/touched-by-the-spirit-of-janusz-korczak/marcia-talmage-schneider/>
3. <https://duh-i-litera.com/bookstore/janush-korchak-skulptor-ditjachix-dush>
4. https://www.instagram.com/klovsky_lyceum/
5. <http://klovsky77.com.ua/>

Keynote 4

Dr. Michael Kirchner, Bielefeld University. Germany. Janusz Korczak's "social education" following Paul Natorp

The reception of Korczak's life's work still disregards general pedagogical premises and implications that were of fundamental importance to him: (1) the radical connection of theory and practice, (2) the fundamental unity of individual and common education as well as (3) the fact that all education of the child must be based on the child's autonomous "education of the will", therefore must aim at voluntary and "self-conceptive" (!) self-education of the child. A retrospective look at the considerable influence exerted by the German philosopher and educator Paul Natorp (1854-1924) on the European reform-pedagogical movements at the beginning of the twentieth century also reveals significant influences and correspondences in Korczak's thought. (1) Concerning the problem of theory and practice, Korczak writes: "Education is not an art but a science, the educator is no magician but a professional" (Korczak: SW 9:207). (2) Regarding the radically new definition of the relationship between individual and group education, and with respect to self-education, Korczak states: "Education must care equally for the welfare of the group and for that of the individual. It must be both communal and individual at the same time. (...). Communal education is based on self-government and on the development of discipline through voluntary assumed obligations; individual education, on self-control and on the inner, natural need for self-perfection. (...) We wish to replace coercion with the voluntary adaptation of the individual to the community's norms of life, to transform soulless morality into a joyful striving for perfection and self-mastery" (Korczak: SW 9:207f.). (3) Through an analysis of Korczak's "constitutional institutions" within the "orphanages" (work duties, collegial court, parliament, pebiscite, and wagers - above all conceived as frameworks for self-education), this contribution - given the worldwide decline of the "sense of community", which is indispensable for any democratic coexistence - aims at drawing attention to the great potential of Korczak's "social philosophy" as a means towards a new and different "We".

Keynote 5

“Who Owns the Perspective? Power, Voice and Adultism in Childhood Studies”, Prof. Dr. Katja Gramelt

The question of “Who owns the perspective?” will be addressed by exploring how power, voice, and adultism shape contemporary Childhood Studies. Often referring to key ideas from Janusz Korczak’s child-centred pedagogy, there is a fairly new research area focusing on the children’s perspective and their view on (their) life. Though this direction is acknowledged in the national and international scientific community, it is not a widely spread notion. Therefore this contribution will point out some of those research projects that have taken on the perspective of the children and have therefore found new, childcentered ways of addressing current issues of childhood studies. By revisiting Korczak’s legacy, the paper invites a critical reflection on power relations and calls for more equitable ways of engaging with children’s perspectives in research and educational contexts. Not only the projects, but of course also some of the results will be laid out in order to argue that the children’s perspective is not only nice to have, but is rather an inevitable puzzlepiece in order to understand societal dynamics and their impacts on the life of individuals. Current societal challenges can only be met when all perspectives are considered equally important and we need to discuss what role children, the future of every society, have in the process of development.

Keynote 6

“Listen to the future!”, Karin Morrison

Children are the voice of the future, but who is really listening? They are our hope for the future, but do we know what is really important to them, what they are experiencing, how they are feeling, what they need and the future they are hoping for? What could young people do if they were safe, free to be their true selves and weren’t limited by decision makers older than them?

“... primary and irrefutable right of children is the right to voice their thoughts, to active participation in our considerations and verdicts concerning them. When we have gained their respect and trust, once they confide in us of their own free will and tell us what they have the right to do – there will be fewer puzzling moments, fewer mistakes.” Korczak, J.

The world is changing so rapidly, yet how are those changes impacting everyday lives of young people? What is the future they would like to grow into?

“One should not leave the world as it is.” Korczak, J. Young people are living in the world we have created. Who is listening to them, actively engaging with them while empowering them, with trust and respect, to change the world, shaping the world they will grow into?

“Dare to dream, something will come of it.” Korczak, J.

Workshop

“Wie moet er passen?” (Who should fit?), Arie de Bruin and H el ene Dongelmans

The Dutch Janusz Korczak Foundation published in 2023 the book “Wie moet er passen?” (Who Should Fit?). This book centers on Janusz Korczak's pedagogy in the realization of Inclusive Education.

The authors (Edith and Arie de Bruin) offer readers a surprising perspective on children who sometimes don't fit into our mainstream education system, yet deserve a place there to reach their full potential. Through Korczak's eyes, they examine the still-present shyness surrounding "inclusive education" and demonstrate that this needn't be the case. Things can be different by looking and listening to students differently. The importance of the classroom and the school as a community, where children and adults need each other to thrive, is central.

Using numerous beautiful examples from daily educational practice, the authors engagingly hold up a mirror to the reader, asking them to look and listen differently. This will likely lead to seeing a different child. Over a thousand primary schools in the Netherlands are working with the "De Vreedzame School" (Peaceful School) project, which uniquely integrates community building and the voice of the child into a reality.

In this workshop, Arie de Bruin and H el ene Dongelmans (both board members of the Janusz Korczak Foundation in the Netherlands) will explain how the path to inclusive education can be achieved step by step and how children play a vital role in this.

Plenary

Session 1

1.1 Janusz Korczak’s Wisdom Concerning Children’s Voices in Socio-educational Contexts, Dr. Avi Tsur

In line with the theme of the Conference, my talk will explore ways in which the voices of children and youth can contribute to educational environments. The talk will focus on the educational legacy of Janusz Korczak whose pioneering work emphasized children's rights, dignity, respect and participation in his/her educational experience and everyday life. Korczak’s vision can align with contemporary discussions on how children’s voices should be heard in school settings - a challenge in fostering authentic child participation. Korczak emphasizes the educational interaction between adults and children and the belief in the fact that children are best aware of their own needs, aspirations, and emotions – and thus should have the right to have their opinions heard and respected by adults.

1.2 “You don’t know how it is to be the only black student in the classroom”. Narratives of Black students in Greek secondary schools, Dr. Antigoni-Alba Papakonstantinou & Anastasia Kelesidi

Based on Black Feminist Thought and the principles of Critical Race Theory, the present study explores the discourse of Black adolescent and young adult migrant women in Greece. The importance of this study lies in the fact that it gives a public voice to a social group that risks being, or in fact is, discriminated against more than any other, due to its specific characteristics. Black adolescent and young adult migrant women are socially vulnerable because of their social position as migrants, because of their skin color as Black individuals, because of their gender as women, and finally because of their age as young people.

Situated within an interpretive paradigm, this research focuses on these women's schooling experiences and aims to capture their school life narratives and reveal the meanings they attribute to their classmates' attitudes toward them. A qualitative method was implemented, and ten semi-structured interviews, each lasting approximately one hour, were conducted. The collected data were analyzed using thematic content analysis.

The results suggest that the schooling experiences of Black immigrant women in Greece are characterized by loneliness and segregation. As participants report, their classmates tend to behave toward them according to racial prejudices, demonstrate stereotypical ways of thinking about their immigrant status and emphasize their differences rather than their similarities.

1.3 Beyond Representation: Strengthening Muslim Youth Participation in Urban Life, Redouan Aoulad Ali, & Dr. Des. Agata Skalska

The short presentation focuses on the perspectives of Muslim youth in Düsseldorf, highlighting a group whose voices are often marginalized in public discourse. It takes as its starting point the work of the Circle of Muslims in Düsseldorf (Kreis der Düsseldorfer Muslime - KDDM), an association of 33 mosque communities in the city. The KDDM defines itself as a secular umbrella organization that connects and professionalizes the Muslim community and represents its interests within urban society and local politics. Theological questions are deliberately excluded in order to preserve the autonomy of individual communities and to maintain the focus on social participation. In recent years, the association has increasingly turned its attention to the needs and perspectives of young Muslims. In cooperation with the University of Applied Sciences (Hochschule Düsseldorf) and local stakeholders, an online survey was developed to gain insights into their experiences, challenges, and aspirations. Issues such as belonging, discrimination, participation, and visions for the future were at the center. Building on the results, an empowerment workshop was held in which young people could further develop their concerns and create strategies for self-organization. A key outcome of this process was the establishment of an independent KDDM Youth Association, initiated and led by the young people themselves. It is intended to serve as a voice and platform for their interests while strengthening the structural participation of Muslim youth in Düsseldorf. The presentation will present the results of the survey as well as insights from the empowerment weekend. Its aim is to make the diverse perspectives of Muslim youth visible, promote their civic participation, and explore ways in which civil society structures can more sustainably connect with their lived realities.

Session 2

1.1 A City fights for Freedom. The Narrative of Lwów Eaglets in the interwar Poland, Prof. Damian Markowski

The main goal of the paper is to analyse the creation of the politics of memory of the Lwów Eaglets – young Polish defenders of the Lwów during Polish-Ukrainian war 1918-19, as well as a propaganda mechanism of using the past to create a state-building myth. Short historical summary: In Autumn 1918, when Austro-Hungary collapsed, Poles and Ukrainians have tried to establish their own state's authorities in the city of Lwów/Lviv and former Eastern Galicia. When Ukrainian forces captured Lwów at dawn 1th of November, Polish school and academic youth joined en masse the anti-Ukrainian resistance groups based on the former Polish Legions. First clashes between Poles and Ukrainians started the battle for Lwów/Lviv, which lasted till the 22 of November, when the Ukrainian army was forced to dismantle. Polish propaganda used those tragic, fratricidal events to create the myth about the children from Lwów, who decide to fight for freedom of their city and motherland. During the interwar period, the myth of Polish eaglets from Lwów was one of the state-building fundamental myths in The Second Republic of Poland. During my work I would like to use a classic methodology as well as some parts of comparative work according to some other examples from European countries.

1.2 Prof. Daniel Gabaldón-Estevan Desynchronized time, a neglected form of structural violence on children and youth.

Traditionally, the focus of research into violence in schools has been on its most visible interpersonal forms, such as violence between students and between teachers and students. However, the relationship between structural violence and the organisation of time in the lives of children and young people has received little attention to date. In recent years, however, the life and health sciences have provided increasing evidence of the influence of time organisation on individuals' lives, giving social scientists the opportunity to address this issue. Recent developments in chronobiology and various branches of chronomedicine (e.g. sleep and nutrition) have made us increasingly aware of the consequences of desynchronised lifestyles on the health, academic performance, quality of life and life satisfaction of children and young people. In previous work, Gabaldón-Estevan (2025) extended the notion of structural violence to encompass time organisation in the lives of children and young people, combining the concepts of the 'total institution' (Goffman, 1968), 'structural violence' (Galtung, 1969) and the more contemporary 'right to time' (Mückenberger, 2011). In this paper, we further develop this argument by integrating Janusz Korczak's educational philosophy to strengthen the link between children's and young people's right to time, the right to one's own time in the sense of having time to do those things that they consider necessary when it is convenient for them to do them. To achieve this, we explore the connections between our previous work and that of Janusz Korczak, particularly with his works *How to Love a Child*, *When I Am Little Again* and *The Child's Right to Respect*.

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1.3 Participatory research with children – reflection on the challenges, Prof. Ewa Jarosz

Participatory research with children is a developing tendency in the modern social sciences, empowered by the more general accent put on participatory rights of children that can be observed in the last decade in some regions of the world, particularly in Europe. The presentation provides a reflective account of the implementation of participatory research with children and young people done by the author and her research team. The subject of critical analysis of the experiences are examples of studies conducted for social projects concerning the co-creation of an urban strategy by young people and the co-creation by children and young people of a programme to combat school dropout among children and young people with refugee experience from Ukraine. The own experience of research conducted jointly with children and young people highlights several challenges faced by researchers aspiring to realise children's participatory rights in the realm of scientific activity. This experience has inspired to conduct research on social science researchers' attitudes towards participatory research with children. The preliminary results of the research, which was conducted using quantitative research methods and expert interviews, will be presented.

Parallel Sessions

Session 1 Chair: Dr Antigoni-Alba Papakonstantinou (plenary room)

1.1 Switzerland Participatory methodologies in researching children's voices: resources developed by the International Child Rights Academy, inspired by the approach bequeathed by Janusz Korczak. Cécile Jeannin

Building on the approach promoted by Janusz Korczak, the Academy was created with and for children and has been supported since its inception by the Swiss Association of Friends of Dr Korczak. Far from grand theoretical discourse, and faithful to J. Korczak's pragmatic and creative vision develops resources based on three objectives: To inform children about their rights in an interactive way, Encourage children to express themselves individually and collectively about their rights and Support children in taking concrete action to improve their conditions and those of other children.

The adults, children and young people of the Academy combine their talents and skills to create innovative resources aimed at promoting real and effective participation by children. During this presentation several tools created with and for children will be presented:

- Game workshops to enable children to discover their rights through a playful approach.
- Play is a means of communication that encourages children to speak freely, facilitates learning and inspires them to take action (examples of actions led by children will be shared).
- Artistic workshops to broaden modes of expression (painting, dance, theatre)
- Tailor-made workshops that guarantee an inclusive approach and allow children with multiple disabilities in particular to express themselves as well as children living in institutions or children in other countries such as Cap Vert.
- Workshops designed and run by the academy's children themselves
- A monthly newspaper, PARLE, which gives children and young people a voice and provides them with information about their rights in a fun way
- Interviews with experts in children's rights conducted by children themselves
- Support for children and young people in speaking at conferences

1.2 "Soccer is all I am, there is nothing else": Self, Future Orientation, and Cultural Capital among Low-SES Youth Who Play Professional Soccer. Dr. Tamir Erez, Ono Academic College, Israel.

This paper examines how low-SES youth in Israel, who play soccer in professional clubs, experience and define themselves, and how soccer shapes their self-concept through the lens of Bourdieu's class theory (Bourdieu, 1978). While previous scholarship has highlighted the role of sport in reproducing privilege and shaping class-related dispositions (Andersen & Bakken, 2019), little attention has been given to the lived experiences of youth themselves.

Based on in-depth interviews with 22 Jewish boys aged 12–17 from low-SES localities, the study identifies four key themes: self-definitions and the ways parents, teachers, and coaches perceive them; experiences in school; the meaning of professional soccer participation; and future orientation. Thematic analysis (Braun & Clarke, 2006) reveals that soccer dominates their daily lives and identities, often serving as their sole source of positive self-definition. At the same time, they feel stigmatized by adults as "problematic" or "violent" (Atkins, 2010) and see little value in school or academic achievement (Lareau, 2015). Few express educational aspirations, instead placing strong faith in soccer as a career path, despite the very low statistical likelihood of professional success (Farmer, 2019).

Findings further show that coaches and teachers emphasize discipline, obedience, and “fitting in,” rather than encouraging uniqueness or excellence (Eriksen & Stefansen, 2022). These dispositions offer stability but do not translate into cultural or future capital that supports upward mobility (Silva & Corse, 2018). The study suggests that future orientation itself should be understood as part of class habitus: for these youth, the imagined trajectory centers almost exclusively on soccer, limiting their capacity to envision alternative life paths.

By situating their voices within broader discussions of class, sports, and education, the paper illuminates how professional youth soccer functions both as a site of hope and identity, and as a mechanism contributing to social inequality and educational stratification.

1.3 Rethinking Educational Justice: Young Italians' Visions of Equity and Inclusion in the Italian School System, Dr. Diego Mesa, Department of Sociology, Università Cattolica del Sacro Cuore, Italy.

In the Italian context, school inequalities remain a persistent and multifaceted issue. Despite decades of reforms inspired by principles of inclusion, comparative surveys (i.e. OCSE-PISA, etc.) data and national studies highlight that ascribed factors continue to strongly influence educational outcomes and choices (Giancola, Salmieri, 2024). However, less is known in Italy about how young people themselves interpret these inequalities and assess the fairness of the education system (Janmaat, 2014).

This paper addresses three main questions: How do young Italians evaluate their school experience in terms of equity and inclusion? Which social, educational, and experiential factors influence these perceptions? Which changes do they consider a priority for a more just school?

The study adopts a multilevel theoretical approach (Archer 2003) to explore the relationships between background factors, school experiences, and visions of justice. Drawing on data from the “Rapporto Giovani 2024” - the main national survey investigating the condition of young people in Italy since 2013 - we analyse the perceptions of a representative sample of 2,000 Italians aged 18-35 regarding justice and equity in their secondary school experience.

The statistics allow us to identify differentiated opinions among young people on the school's capacity to cultivate students' abilities and to provide equitable opportunities for success for everyone. These opinions exhibit a weak correlation with structural and ascribed variables, while demonstrating a stronger association with the quality of school relationship, achievement, and with self-efficacy, factors that are nevertheless influenced by family background.

The calls for reform in the educational system, required by the respondents, primarily focus on the participatory and relational aspects, such as dialogue between students and teachers regarding inclusion, mental health support, and elective courses to cultivate students' interests. Less attention is given to compensatory academic support measures, such as scholarships, homework spaces, and peer tutoring.

1.4 “Nothing About Us Without Us”: A Collaborative Research Process with Student-Researchers from a Socially Marginalized Minority, Dr. Ofir Sheffer, Kaye College, Be'er Sheva, Israel.

This article presents a practice-based analysis of a participatory action research (PAR) project conducted with undergraduate students from Palestinian Bedouin communities in Israel. Exploring gendered participation of high-schoolers in non-formal education (NFE), the students acted as culturally embedded co-researchers, drawing on lived experience and local knowledge to shape the research from question design through data collection and thematic analysis. The project confronted layered ethical questions around authorship, ownership, and purpose: while the students were central to the inquiry, they declined academic co-publication, choosing instead to present findings

to a local youth organization CEO. This choice raises questions about what counts as valid authorship and whose goals co-produced research should serve. A unique contribution of this study lies in its innovative integration of generative AI (GPT-4/NotebookLM) to support students working in a non-native language. AI tools functioned as literacy scaffolds, enhancing research capacities and fostering confidence in engaging with academic forms. This paper argues for rethinking co-authorship not only in terms of output but in terms of empowerment, access, and meaningful participation. It contributes to ethical and pedagogical conversations on intergenerational, digitally supported research practices with marginalized student populations navigating structural inequality.

Session 2 Chair: Prof. Eva Gonçalves

2.1 Limiting children's voices: reservations to the Convention on the Rights of the Child, Dr. Maria Cecilia Zsögön, Poland, Argentina.

More than three decades after the adoption of the Convention on the Rights of the Child (CRC), it remains the most widely ratified human rights treaty in the world. Yet despite this unprecedented consensus, numerous States have entered reservations that limit its domestic applicability, creating significant disparities in the protection of children's rights. This presentation examines the nature, scope, and legal implications of reservations to the CRC, focusing on how they weaken core obligations related to non-discrimination, freedom of thought and religion, and the minimum age of criminal responsibility, among others.

The CRC's underlying vision of children as autonomous rights-holders echoes Janusz Korczak's legacy, which emphasized children's dignity, participation, and their right to be listened to within educational and social environments. Nonetheless, many reservations limit these participatory rights, particularly with respect to the child's right to be heard, protection from discrimination, and freedom of thought, conscience, and religion, subordinating children's agency to adult authority.

Drawing on comparative analysis, the presentation highlights several categories of reservations: those grounded in religious or cultural norms; those tied to domestic legal incompatibilities; and those framed intentionally to restrict international oversight. Particular attention is given to reservations deemed incompatible with the object and purpose of the CRC, as assessed by the Committee on the Rights of the Child, as well as to cases where States have progressively withdrawn reservations following legal reforms. By examining the political motives and practical effects of reservations, this contribution highlights the tension between universal human rights standards and national sovereignty, showing how reservations fragment child-rights protections and weaken the treaty's force.

2.2 Learning in Healing Spaces: The Role of School-in-Hospital Services in Supporting Children's Cognitive and Relational Wellbeing, Dr. Giulia Maria Cavaletto, University of Padova, Italy; Dr. Federica Cornali and Dr. Roberta Bosisio, University of Turin, Italy.

Introduction: Health can be understood as "a state of complete physical, mental and social well-being" (WHO, 1946), a definition that extends well beyond the mere absence of illness. For children whose life trajectories are disrupted by serious medical conditions requiring long-term hospitalization, well-being also encompasses the ability to engage in activities that shape personal identity and foster individual growth. Education represents one of these fundamental dimensions—not limited to academic learning, but embracing the "full development of the human personality" (United Nations, 1948, art. 26). School-in-Hospital (SiHo) services enable children to sustain their educational pathways while hospitalized, thereby promoting both continuity of learning and inclusive participation.

Methodology: This study investigates SiHo services through the lens of Childhood Studies, which conceptualize children as active social agents and co-constructors of social reality (Corsaro, 1997; James, Jenks & Prout, 1998). Drawing on an ongoing national research project, the analysis involves approximately two hundred participants—including children, parents, teachers, healthcare professionals, and hospital cultural mediators—from three pediatric hospitals across different Italian regions. Using a multi-method, participatory approach—combining narrative interviews with creative and visual workshops—the research explores an educational setting that remains underexamined, particularly given its exceptional nature and the disruptions brought by the COVID-19 pandemic.

Preliminary Results: Initial findings suggest that SiHo services help children sustain or even improve their academic performance, a result likely linked to the meaningful continuity between hospital-based and pre-hospital experiences, as well as to the highly personalized nature of teaching within these contexts. Beyond ensuring the right to education, SiHo emerges as a therapeutic resource: it supports children in coping with illness, understanding their condition, and engaging more actively in their treatment process.

Keywords: Right to education; School-in-Hospital (SiHo); Teaching; Well-being

2.3 Public grant distribution for young people: Trapped between administrative requirements and the participation of recipients, Dr. Baiba Tjarve, Latvian Academy of Culture. Latvia.

The European Union and national policy priorities (EU Youth Strategy, 2018) actively encourage and support the participation of young people. Moreover, an increasing number of studies suggest that the meaningful civic participation of young people is a prerequisite for positive youth development and has a significant impact on their everyday civic participation (Lenzi et al., 2014; Manganelli et al., 2014). Preconditions include youth-friendly and up-to-date information, the authority to voice opinions, power sharing, transparency and accountability, and material and non-material support (Barta et al., 2021).

At the same time, the public grant distribution framework that supports activities for young people requires significant competence in grant administration and project management, which young people often lack.

The presentation explores the main challenges faced by young people when submitting and implementing projects for public funding programmes. The following questions have been asked in particular: (1) What challenges do young people face when developing, submitting and implementing grant applications? (2) How do funders and policymakers respond to accommodate greater engagement of young people in this process? (3) How can the requirements and operation of various funding programmes be improved in this respect?

Study has been carried out in the framework of the research project “Preconditions of authentic youth participation in formal and non-formal education” (UNFRAMED) and included qualitative in-depth interviews (n=8) with representatives of youth organisations and two seminars with policy makers/ representatives of public grant administrators where the challenges were discussed and recommendations were validated.

Keywords: grant administration; public administration; youth studies; participation of young people; youth policy

2.4 Pedagogical relations in Dom Sierot: Between post-adultist perspectives and adultist structures, Nadja Ainetter, University of Education Karlsruhe, Germany.

The theoretical and practical pedagogy of Henryk Goldszmit/Janusz Korczak (1878/88-1942), often referred to as pedagogy of respect, is regarded in the German discourse on democracy education as an example of lived participation and democracy (cf. Maluga/Bartosch 2022; Wyrobnik/Gerdum 2024). This contribution argues that forms of recognition and violation manifest themselves in both pedagogical relations and institutional structures, and are inseparable from permitted and refused spaces of participation. Accordingly, the pedagogical relations and conditions in Dom Sierot are systematically examined with regard to respect and disrespect for the child.

At first, the qualities of pedagogical relations are identified and adultism – understood as the devaluation of children based on their age (cf. Liebel/Meade 2023, p. 21) – is put into perspective. The resulting hermeneutic framework guides the analysis of selected writings by Korczak about Dom Sierot. The central question is whether and how adultism is addressed in the writings. The analysis shows that the pedagogical relations and forms of encounter and coexistence described by Korczak cannot be classified as consistently post-adultist. While the comradeship court is often given as an example of successful participation, an adultist-critical perspective can question Korczak's defence of the court with reference to some children's higher age (cf. Korczak 1920/1999, p. 287). Moreover, the transfer of institutions from the adult world such as courts and parliaments raises further tensions with Korczak's (previously interpreted) post-adultist position.

The theoretical and practical pedagogy of respect thus reveals ambivalent, even contradictory moments between respect for children based on criticism of adultism and the reproduction of age-based power relations. Korczak's writings are therefore analysed with regard to the relation of adultist and post-adultist perspectives in intergenerational relations. This links the discussion to debates on democracy as a way of life (cf. Dewey 1928; Himmelmann 2022) and on recognition and violation in pedagogical relations.

Session 3 Chair: Dr. Des. Agata Skalska

3.1 A Space of Our Own: Reflecting on Children's Activism through Ethnography, Nicoletta Sciarrino & Prof. Roberta Bosisio, Department of Cultures, Politics and Society University of Turin, Italy.

Younger generations are often dismissed as apathetic toward civic and political life, a narrative rooted in adult-centered assumptions rather than evidence. This obscures the ways children engage in social and environmental struggles—practices that can be understood as activism (Martin 2007). Recognizing these practices foregrounds children's agency, positions them as political subjects, and offers an intersectional lens on the cultural and normative barriers shaping their participation, while raising methodological questions for researchers studying phenomena—such as activism—rarely associated with children.

Our study examines children's activism in Turin, Northern Italy, focusing on 10- to 15-year-olds—a cohort widely seen in Italy as shapeless and disengaged. Fieldwork revealed two key challenges: identifying young activists, who are few in number and often unaware of their civic or political actions as activism; and confronting persistent skepticism toward children's participation, even in groups traditionally supportive of youth engagement (e.g. Fridays for Future).

To address these issues, the ethnography focused on two distinct contexts linked to children's civic and political engagement. One of them is a group of adolescents aged 11–16—AFAB, BIPOC, and

with immigrant backgrounds—who gather in Spazio Ragazze (“Girls’ Space”). Hosted by an organization serving migrant communities in a disadvantaged suburban neighborhood, the group provides a space where the girls—alongside two white Italian-born female educators— explore pressing issues in their daily lives, including education, gender and sexuality, domestic violence, and generational conflict.

Following the dynamics of the group itself, the ethnographic fieldwork was conceived as a co-constructed space for reflection, guided by the girls’ chosen activities, sometimes adapted to research objectives. For instance, elements from social media—such as vision boards—were used as research tools, and university campus spaces will serve as a “grid” for displaying the material produced. In this way, the researchers—representatives of a world distant and unfamiliar to the participants—will become conduits for expressing the girls’ perspectives and concerns.

Keywords: Children’s Activism; Girls’ and Women’s Issues; Intersectionality; Ethnography and Participatory Methodologies; Childhood Studies.

3.2 Peer Status and School Belonging: Evidence from the Czech Education Panel Survey, Katarina Aslan, Institute of Sociology of the Czech Academy of Sciences. Chechia.

This study investigates the relationship between classroom peer popularity and students' sense of belonging at school. Investigating school belonging among adolescents is crucial because a strong sense of belonging is consistently linked to higher academic engagement, improved mental health, and better social adjustment, which collectively support both short- and long-term educational and developmental outcomes. Popularity, defined by social visibility and peer-perceived dominance, plays an important role in the sharing of attitudes and behaviors within peer networks. However, it remains uncertain whether this type of social status is also linked to the emotional and relational aspects of school life, such as a student’s connection to their school environment.

Building on the theories of Social contagion theory and Homophily in networks, this study aims to examine whether popular students influence their classmates’ sense of belonging and if their own sense of belonging is transmitted through peer relationships. Using data from CZEPS and a series of multilevel regression models, we test the following hypotheses:

H1: Students with high prestige-based popularity have a stronger sense of belonging at school compared to their less popular peers.

H2: Having a friendship with a prestige-popular classmate is positively associated with an individual’s sense of school belonging.

H3: A student’s level of school belonging is positively associated with the level of school belonging reported by their prestige-popular friend.

This study advances understanding of complex peer relationship dynamics within the school community and sheds light on how adolescents’ sense of belonging can be enhanced.

3.3 A Reality guided Education, Prof. Moshe Shner, Oranim College, Israel.

Korczak was a modernist and a critical empiricist, claiming that Nature, the total reality, is the ordering principle of his worldview. As a paediatrician this view is understandable. The physician must understand the reality of the sick person before achieving a prognosis and appropriate treatment. For an educator, this approach is not obvious. In our postmodern age, we acknowledge “narratives” and subjective realities and ideologies. We look at the future to determine our educational goals. Every person, allegedly, has his or her own horizons. Here I argue that while Korczak saw every individual as unique, he advises the educator to explore this individual reality

and let the present determine his or her pedagogical work. The physician and the educator merge into one holistic view.

In this respect, Korczak's understanding of humanity differs from post modern existential philosophies which stress that human beings have no essence; they are free agents with pure "being" or "presence" and are open to all possibilities. In contrast, Korczak acknowledges that people change all the time, but they are neither free from their nature, nor from their place in the infinity of nature and always struggle with their heritage.

Korczak's idea of infinity sets the parameters for the proper state of mind and actions of the educator. First, the infinite reality of people dictates modesty, the idea of "knowing the unknown". The frustrated educator must accept that full understanding of the human individual is unattainable. "You already know that you do not know. [...] Remember, it is no shame to be lost in the great jungle of life. " Education is an infinite journey.

Secondly, the educator needs to heed the classic teaching of the Temple of Delphi, "know yourself". Educators must understand their own identity, feelings, thoughts, abilities, and limitations before they can teach or demand something from the child.

Korczak suggests the "reality principle" rather than idealistic goals or theoretical inspirations. The reality of the children, physical nature, family background, and life experiences should set the horizons of proper pedagogy. Sometimes, "The centuries weeping" through the life of an actual child." (Newerly, 1967, p. 8)

3.4 When Children Co-Create School: Agency and Learning in Alternative Education, Prof. Anna Perkowska-Klejman, Maria Grzegorzewska University, Poland.

The aim of the presented study is to explore everyday educational practices in private schools and those run by non-governmental organizations (NGOs) within the framework of critical constructivism, with particular emphasis on children's agency in the learning process. In such institutions, the traditional division into subjects and classes is often absent, and education focuses on practical preparation for life. Students co-create the learning environment, take responsibility for their own development, and are intrinsically motivated, while the teacher acts as a tutor and partner in the cognitive process.

The study, grounded in critical constructivism (Glaserfeld, 1991; Habermas, 1978; Pusey, 1987), examines how children shape and influence their educational experiences in these settings and how their agency is perceived by teachers. The findings aim to deepen the understanding of how educational spaces and relationships in private and NGO schools can support or constrain students' subjectivity and active participation in learning.

Session 4 Chair: Dr. Avi Tsur

4.1 Education in the spirit of dignity and participation- What can Janusz Korczak say to teachers and educators today?, Prof. Katarzyna Segiet & Dr. Monika Kiszka, Faculty of Educational Studies, University of Adam Mickiewicz, Poland.

Two key themes of Korczak's thought will be analysed: the child's dignity—understood as recognising their inalienable value and right to be themselves—and participation, or the idea of education as a joint process between adults and children, based on trust and shared responsibility. In contemporary schools, the question arises as to what extent today's teachers and educators are willing to listen to children, create partnerships, and build spaces for democratic coexistence. The presentation will also present examples of practical educational and teaching strategies inspired by

Korczak's spirit, including the functioning of student government, the pedagogy of dialogue, and an inclusive approach to diversity.

Key words: education, Korczak, dignity, participation, contemporary school and teacher, practical educational and teaching strategies

4.2 *“A plank of wood, a pound of nails, a saw, and a hammer would be a better gift than a toy.” Janusz Korczak’s ideas of children’s participation and agency in the contemporary preschool., Patrycja Mika, Maria Grzegorzewska University, Poland.*

Janusz Korczak’s pedagogical work was directly connected with the movement of so-called “New Education,” which spread across Europe and America in the early twentieth century. Learning through action, experience, inquiry, and problem-solving was preferred. Today, Korczak’s ideas remain alive and relevant in many educational contexts. The point of departure for this presentation is a quotation from Janusz Korczak’s book *How to Love a Child. The Child in the Family*, referring to the value of children’s work, handwork, and to the adult’s openness to the realization of children’s ideas.

The presentation reflects on how Korczak’s conviction that “many of children’s play are their work,” and that “a plank of wood, a pound of nails, a saw, and a hammer would be a better gift than a toy,” can inspire contemporary preschool education oriented toward children’s agency, creativity, and collaboration.

Drawing on her own everyday experiences of working with children in preschool, the author shows how children become active participants in the processes of learning and self-determination. The initiation of ideas and their active implementation by children exemplify Korczak’s vision of the child as a competent and responsible co-creator of their educational world.

In the examples discussed during the presentation, the preschool garden becomes a space for learning democracy, where children negotiate roles, share responsibility, and make collective decisions, emphasizing the teacher’s role as a companion rather than a director of children’s activities.

The presentation combines theoretical reflection on Korczak’s pedagogical philosophy with documentation of practice and children’s voices. Based on photographs, children’s statements, and the author’s self-reflection as an educator and researcher actively engaged in children’s projects, it demonstrates how play, exploration, and children’s work intertwine in the preschool reality, embodying the living essence of Janusz Korczak’s ideas.

4.3 *On Opposite Trajectories., Kotti Evangelia, Panteion University of Social and Political Sciences, Athens, Greece.*

This study explores the school experiences of two Roma girls from the Agia Varvara community in Greece, who followed markedly different educational trajectories. Grounded in the theoretical framework of Arnot and Dillabough’s critical feminism, the research investigates how gender, ethnicity, and social class intersect to shape their perceptions of schooling, future aspirations, and identity formation. Using a qualitative methodology and specifically life narrative interviews, the study captures the girls’ voices, highlighting both enabling and constraining aspects of their educational journeys.

The findings reveal a complex interplay between school, family, and community. The school appears as both a site of opportunity and tension: a space of escape from gendered oppression within the Roma community and negative societal stereotypes, yet also a setting where discrimination and marginalization are experienced. The two girls negotiate their identities differently, adopting

distinct gendered practices and strategies to navigate between the expectations of their families and the demands of the school environment. Despite originating from the same socio-cultural context, their divergent choices—shaped by personal agency, familial support, and social conditions—lead them along contrasting life paths.

Ultimately, their narratives illustrate schooling as a transformative process, providing an alternative lens through which they redefine themselves beyond the “familiar” confines of tradition. Education, therefore, emerges not only as a pathway to social mobility but also as a significant arena for identity reconstruction and resistance.

Keywords: Roma girls; Agia Varvara; school experience; critical feminism; Arnot & Dillabough; gender and education; identity formation; life narratives; stigma; educational trajectories.

4.4 Borders and Learnings in the Trajectories of Children Moving Alone in Italy: A Creative Methodologies Research to Decentre the Gaze, Alessandra Barzaghi, Catholic University of the Sacred Heart of Milan and ISMU-ETS Foundation, Italy.

Children moving alone represent one of the groups most exposed to educational and structural inequalities in the contemporary Mediterranean context. Often perceived as “young adults” rather than as children to be protected, they are subjected to educational programs and emergency measures that reduce their subjectivity (Santagati et al., 2024). This research critically investigates how children moving alone experience, define, and give meaning to borders—understood both as institutional and symbolic barriers, and as potential spaces for learning, agency, and transformation (Mezzadra & Neilson, 2014; Khosravi, 2010).

The study adopts a dialogical and decolonial approach (Corona Berkin, 2019; Aguilar Idáñez & Buraschi, 2023; Freire, 2022), grounded in collaborative and creative methodologies co-designed and implemented with a group of former children moving alone. At the time of submitting this abstract, research activities using creative tools (collages, drawings, constructions) have been carried out through seven group interviews and twenty-nine individual interviews with young migrants in different Italian border contexts, but further research activities will be conducted in the coming months.

Borders emerge as spaces of exclusion but also of resistance and learning (hooks, 2020), where participants articulate a desire for normality, belonging, and pause. Their narratives reveal complex understandings of discrimination, emotional management, and relational construction—which are also forms of situated and embodied knowledge (Morrice, 2014).

Ethical reflection is placed at the center as a practice of care and epistemic justice (Kidd et al., 2017), recognizing children as competent and active subjects. By questioning adult-centric and institutional gazes, the research contributes to debates on the co-production of knowledge in migration studies and the sociology of education, advocating for collaborative and justice-oriented pedagogies that place children’s narratives and perspectives at the center, as well as their skills and all forms of learning.

Session 5 Chair: Dr. Eleni Tsiknakou

5.1 Secondary School Students’ Perspectives about the “Good” Teacher: The example of Greece. Dr. Eleni Tsiknakou, Athens, Greece.

There have been many discussions and researches about the assets a teacher should have to be considered and evaluated as “good” or “great”. Different criteria are imposed depending on who’s asking and different perspectives are presented according to the who’s being asked (teachers,

parents, principles, ministries of education, etc.). In this paper I focus on secondary school students' perspectives about the "good" teacher and their criteria of evaluating them to understand the voices of those who seem to be "more involved" in the actual process of educating due to their constant interaction with teachers. After all, "children have the right to be heard and have their views given due weight according to their age and maturity" (Article 12, UN Convention on the Rights of the Child). The data was acquired through qualitative methodology and more specifically with content and discourse analysis of 25 high school students' essays about the "good" teacher. Content analysis was used to identify patterns in students' opinions, while discourse analysis was used to identify and understand the way students construct their perspectives of what constitutes a "good" teacher. In addition, I used comparative analysis, to see if these results are similar to the results derived from a research with the same scope I conducted in 2017, now that the pandemic and the first two years of evaluation of teachers' work in Greece are also experienced by the students. The results show Secondary School students' perspectives, but also how these perspectives and meanings of the "good" teacher are constructed due to personal experiences and social narratives amongst others.

Key words: good teacher, students, perspectives, meanings

5.2 Young Poles and Reenacting and Living History in the Face of new local political, methodological, and narrative challenges, Dr. Bartosz Gondek, Jan Karski Institute of War Losses, University of Physical Education and Sport in Gdańsk, Poland.

The pandemic, the Russian Federation's aggression against Ukraine, and the internal problems of reenactors have significantly changed the Polish historical reenactment scene in recent years. The decline in interest among local governments and sponsors in large-scale military reenactments, the decline of costly multi-period events, and the dwindling youth participation prompt reflection on whether the current model of reenactment—the spectator-actor model, and its narrative, susceptible to political influence and incentives, is the right path to developing Polish public history.

5.3 Linguistic Landscape: Exploring student voices in the Greek schoolscape, Foteini Kalogerogianni, prof. Anastasia G. Stamou, prof. Athina Sioupi, Aristotle University of Thessaloniki, prof. Kostas Aggelakos, Ionian University, Director of Nea Paideia Scientific Association, Anastasia Merkouri, Dr. Eleftheria Papamanoli, Nea Paideia Scientific Association, Greece.

Introduced by Landry and Bourhis (1997), the concept of the linguistic landscape initially referred to written language in public spaces but was later broadened to the semiotic landscape, encompassing multiple communicative modes such as images, sounds, and other resources (Jaworski & Thurlow, 2010). As part of the public sphere, schools are rich semiotic environments filled with posters, announcements, signs, and graffiti. These texts play a crucial role in school life, operating within institutional norms while reflecting the identities of teachers and students and the broader social dynamics shaping school discourse. Consequently, the school linguistic landscape, or schoolscape, can deepen our understanding of educational practices (Gorter & Cenoz, 2015) and serve as a powerful tool for developing students' literacy skills (Shohamy & Waksman, 2009).

In light of the above, a school competition was organized for lower secondary students from Greece, the Greek diaspora, and Cyprus. It aimed to familiarize students with contemporary linguistic research through observing, collecting, classifying, and analyzing their schoolscape. Conducted between February and May 2025, the competition involved 35 schools from Greece, Cyprus, Germany, and Egypt that submitted complete portfolios.

In the first phase, students categorized schoolscape items following Scollon and Scollon's (2001) typology — regulatory, infrastructural, commercial, and transgressive — adding two further categories, instructional and artistic (Androutopoulos and Kuhlee 2021). In the second phase, they created their own messages, voicing their perspectives as active agents in shaping educational

experience. Students mainly focused on transgressive and artistic texts, highlighting both controversial and hopeful messages while sending bold appeals to Greek society to listen to their voices. Analysing the results, we will show how the schoolscape serves as a space for both questioning institutional norms and fostering an inclusive school environment that values and amplifies student participation.

Keywords: Linguistic landscape, Schoolscape, Student voices, Participatory education, Critical literacy, Inclusion

5.4 Exploring the Role of Collaborative Game Elements in English Language Learning: A Cross-Cultural Perspective, Berivan Mohammed Ahmed Abdullah, PhD, Doctoral Program of Educational Sciences, University of Debrecen, Hungary.

This study investigates EFL teachers' perspectives on the role of collaborative game elements in facilitating language acquisition and shaping classroom social relations among young learners. While language games are widely acknowledged for their motivational and communicative benefits, their collaborative and sociological dimensions remain underexplored, particularly in relation to student voice, participation, and inclusion.

This study investigates three core questions: How do various game elements influence students' language acquisition in EFL classes? What characterizes a learning environment using collaborative language games in terms of language acquisition? What challenges do teachers face in implementing such games, and what forms of support do they find most helpful? Grounded in sociocultural and sociological theories of education, the study conceptualizes collaborative games as learning spaces where students build knowledge together through interaction. Qualitative semi-structured interviews were conducted with eight experienced EFL teachers in Hungarian and Kurdish secondary school contexts (ISCED-2), and data were thematically analyzed using ATLAS.ti.

Findings show that teachers recognize the motivational and linguistic advantages of collaborative game elements and consider them effective in promoting learner engagement and communicative competence. However, most view such activities as supplementary rather than integral to language instruction. Only a minority regard collaborative games as spaces that foster inclusion, learner agency, and equitable participation, where students' voices are central to the learning process. Key challenges include time limitations, inadequate materials, and a lack of institutional and technical support. The study offers insights for enhancing EFL teaching through collaborative game design, positioning it as a transformative approach that supports language development, promotes inclusion, and centers learner voices.

Keywords: game elements, perspective, challenges, collaborative games, acquisition.

5.5 Empowering Children's Voices: Janusz Korczak's Self-Governance Model in Contemporary Education. Distributed paper, Roman Androszczuk, the Maria Grzegorzewska University, Poland.

This conference highlights the ways children and young people share their views in educational and social settings. Janusz Korczak's work on respecting children's dignity, rights, and involvement provides a strong foundation for these discussions. The paper examines Korczak's practical innovations in his orphanages, such as child-led courts, the youth newspaper "Mały Przegląd", and mini-parliaments. These created spaces where children governed themselves. I compare historical children's writings from those institutions with current practices in schools across Poland and beyond that draw on Korczak's ideas.

Key areas of focus include:

1. the role of children in influencing their school environments,
2. research techniques that genuinely capture youth perspectives,
3. barriers to meaningful participation in systems controlled by adults.

Initial insights indicate that Korczak's "republic of children" enables young people to develop rules together, resolve conflicts fairly, and build personal identities-challenging the quieting of student input in standard classrooms. Modern applications struggle with fixed lesson plans and top-down leadership from educators.

The study proposes storytelling tools, including journals and online platforms, to renew Korczak's approach. This can advance fairness, equal opportunities, and democratic values in schooling. Linking pedagogy with childhood sociology, the presentation underscores children as proactive participants rather than mere learners. Their input must guide future education strategies. It opens debate on effective ways to foster ongoing conversations between generations.

Keywords: children's agency, Janusz Korczak, participatory education, youth voices, sociology of childhood

Poster Session

Students of the Hochschule Düsseldorf - University of Applied Sciences

A small group of students from the university worked over the course of a semester on what it means to take children's perspectives seriously and how these can be studied scientifically. Drawing on Janusz Korczak's pedagogical approach, small groups conducted research with children and reflected on their own research processes. They will present their findings, along with key insights into their methodological approach, in a poster session at the conference.

PS.

Biographies of the speakers will follow in a separate file.

Speakers do not need to register.

If you are not a speaker but wish to come and join us. Please send an email to

unescochair@aps.edu.pl;

Title of the message – Registration for Dusseldorf – please add your name and country of origin

See you in the New Year in Dusseldorf!