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Participation, Education, and Global Society: International Perspectives

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It is my pleasure to write the first editorial of the Polish Journal of Educational Studies after its transformations from “*Studia Pedagogiczne*” into “*Polish Journal of Educational Studies*”. The period between 1954 and 2018 has been the time of global changes, also occurring in Poland, affecting all spheres of life, be it political, economic, social or cultural. The journal accompanied those transformations and documented many of them, so it may serve as the evidence of the changes. The volume for the year 2018 changes the previous image of the journal. First of all, the “*Polish Journal of Educational Studies*” is designed to cater for a broader group of readers than before, because it will be published only in English. In addition, the online version will make the content of each issue more accessible. In this way, we will reach out to all who engage in research on education.

The articles included in this volume focus on different aspects of participation. It is noteworthy that participation is commonly associated with activity, and being active is more and more often treated as a value, or even an indicator or social development. The term ‘participation’ functions in many thematic areas. Different approaches are not mutually exclusive but they need to be explained more specifically. The participation mentioned in the title is regarded by the authors as participating, i.e., taking an active part, in activities and decision-making at all levels (e.g., individual, institutional, or social).

The first section of this volume includes articles concerning different types of participation. They focus on the change and development of pedagogical views on activity, development and commitment. The first article in this section reflects on the changes and developments of the pedagogical views on activism, participation and

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engagement in Poland. The author observes that pedagogy aimed at participation can no longer transfer simplistic knowledge of participation without building the multifunctional and multidisciplinary scientific approach towards the pedagogy of action-learning in social development (Agnieszka Naumiuk, Poland). An example of such a change is the perception of child participation, which is slowly becoming one of the most promoted ideas of social development. Today, children's participation is one of the most promoted ideas of social development, as observed by Ewa Jarosz (Poland). The most fundamental ones of Korczak's thoughts – listening to a child and respecting their opinion – are the well known pillars of the contemporary idea of children's participation. But the changes in the modern world, globalization and diversity cannot be ignored. The situation challenges us with the need to reconceptualize the ideas expressed in the Convention on the Rights of the Child established in 1989. The Convention is not very specific due to the diversity of worldwide situations of children's participation in various cultures, societies and communities. Therefore, the Convention should not be seen as the end of the discussion on the idea, but rather as the opening of this "gate".

Urszula Markowska-Manista (Poland) presents the ethical aspects and methodological dilemmas connected with studies on childhood and children's rights from the countries of the Global South. Other issues addressed in the text refer to the child's right to respect, the subjective treatment of children and adolescents (as respondents) as well as the limits of participatory involvement of children in the research process. The article also discusses the ethical dilemmas of research whose methodological approaches and concepts were designed in a different, distinct socio-cultural context and can interfere with the life and functioning of the community it is conducted in, including a negative influence on children's social situation in the future.

Mariëtte (JM) Reyneke and Lynette Jacobs from South Africa in their article consider bullying and cyber bullying as an urgent educational problem. They argue that preventing and counteracting bullying requires interventions on several levels, and that one of the possibilities is the legal response. In this paper the South African legal response is considered. There are several legislative and common law remedies available to victims, but they are not without challenges. Explicit reference to bullying is made in only one act, namely the Children's Act, but no definition of bullying or cyber bullying is provided. It is clear that while there are sufficient legal remedies available in the South African context, the suitability of legal action to address bullying and cyber bullying is questionable. The Authors highlight that teachers and teacher education students should take cognisance of different legal and other possibilities in their own countries to address the problem.

The next paper by Alina Szczurek-Boruta (Poland) contains a report from a study covering young people living in the Polish southern borderland. The findings of the

study show the factors that shape the awareness of a young person in a multicultural environment and the mechanisms that build their social engagement. Among them, an important part is played by formal and informal education in the local environment.

In the next article Aneta Ostaszewska (Poland) focuses on the nationwide women's strike in Poland called Black Protests. She shows that Black Protests, becoming an area of political awareness, gave women the opportunity to emphasize their presence in the public sphere and express their own subjectivity. By participating in these protests women show that they are not only able to manage their own lives but also that they demand to be treated as subjects. And that means respecting the civil rights of citizens of both sexes: men and women. As political subjects, women want to actively participate in public discussions about their fundamental rights: freedom of choice and a right to speak on their own behalf.

The articles included in the second section are focused on the role of education in preparing young people to engagement (participation). After all, education is the promoter of engagement, and such activities should be carried out at school, which is an environment built on multiple levels. The school world of everyday life makes a common good, i.e., the resources that can be consciously used to build the social capital of people and institutions (Ewa Bochno, Poland).

James Underwood (United Kingdom) and Marta Kowalczyk-Walędziak (Poland) highlight the role of teachers in the development of social education. They point out the importance of teachers' professional communities with regard to the ways that teachers' self-efficacy may be shaped by the perception of membership in a professional community, the boundaries of such communities, the challenges posed by recognizing community membership and also by individuality, and the potential for knowledge sharing within such communities.

Alicja Korzeniecka-Bondar (Poland) continues to explore the dimensions of becoming a teacher. The aim of the article is to present the scope of teachers' participation in the daily life of the school. Based on the results of the research, the author tries to answer the following questions: what activities do teachers participate in every day and what image of school results from their participation?

Furthermore, a critical look upon academic tutoring and its potentials from the perspective of an academic tutor and tutor's trainer as well as a researcher on education is provided. Beata Karpińska-Musiał (Poland) looks at tutoring as the top quality form of academic education, which should be supported, recommended and popularized among teachers in order for them to reach their academic excellence.

In the next article, Anna Cox (United Kingdom) and Victoria Clydesdale (Australia) provide an interesting example of flexibility in education (a flexible/broad view on education) and report research findings on how an art-based approach can re-engage

disenfranchised young people into education. This study sets out to investigate how disenfranchised and disengaged young people could be supported through art to explore their self-identity and whether this might lead to enhanced academic engagement. Using self-reflexivity through visual creativity was found to help participants in developing a more positive self-image and enhanced their self-confidence as learners.

An issue clearly emerging from the presented texts is educational daily life in a global community. A great example of understanding the role of the quality of education in building the common good is the text concerning the Finnish model of education (Arleta Suwalska, Poland). This article reveals the relationship between the change in Finland's education policy, the so called Alternative Reform Movement, and the Finnish culture of teaching. One of the aspects of the policy is the fact that Finland has developed a high quality of teachers' work along with high social trust to this profession at every level of education.

In several texts, examples referring to multicultural communities are presented in the reported research findings. They show the importance and need of cross-cultural education, including selected educational practices e.g., in (Olga Shchukina, Maksim Zadorin, Ivan Savelev, Irina Ershova and Tatiana Konopleva, Russia). The authors give special attention to the problem of preservation of cultural identity of the Sami people and the status of the Sami language in the Norwegian society. The results presented in the article are intended to raise the awareness of cultural identity and inequality of educational opportunities based on ethnic minority background.

In the next article Manjola Zaçellari, Heliona Miço (Albania) and Irina Sinitsa (Belarus) continue to explore the dimensions of a multicultural society and devote their attention to the analysis of the situation of education of Romany children in Albania and Belarus, evidencing the similarities and differences in legislation and policies in both countries, aiming at highlighting the best practices for each state. In the study they also analyze whether there is any real approach for inclusive education, despite the legislation in force in both countries, as well as evaluate what are the next steps to be followed so as to achieve inclusive education for Romany children being part of a minority group or not.

The final paper in this section focuses on teachers' need for intercultural education according to students (Katarzyna Wereszczyńska, Poland). This article is connected with intercultural education understood as a subject of university teacher training curriculum. This and the other papers illustrate the facts and challenges of becoming a modern teacher: student teachers, teachers and teacher educators participating in the global reality with the international perspectives.

Furthermore, in the last section of this volume we include a valedictory note written by Bogusław Śliwerski (Poland), the President of the Committee of Pedagogical Sciences of the Polish Academy of Sciences and a friend of Professor Maria Dudzikowa,

who supported “*Studia Pedagogiczne*” as a member of the Committee of Pedagogical Sciences and as the author of texts and the editor of several volumes. The deceased professor was a great person with Renaissance wisdom, encyclopedic knowledge and excellent education.

The last paper presents a report on the ATEE 2018 Spring Conference ‘Designing Teacher Education and Professional Development for the 21st Century: Current Trends, Challenges and Directions for the Future’ (Białystok, June 7–9, 2018) by Marta Kowalczyk-Walędziak (Poland).