

## **Book of Abstracts**

# **Education in the Family- Family in Education III.**

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

**Institute of Pedagogy and Family Sciences of The  
Pontifical University of John Paul II in Krakow**

**2023**



**Book of Abstracts**

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International Conference on Family and Education**

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**30 May 2023**

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

**Institute of Pedagogy and Family Sciences of The Pontifical University  
of John Paul II in Krakow**

**Hajdúböszörmény**

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



## **Abstractbook**

### ***Education in the Family-Family in Education***

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**30 MAY 2022**

**9.00-9.30 – Registration**  
**Dormitory: Ballroom**

**9:30 Opening Ceremony**

- 9:30-9:35: **Erzsébet RÁKÓ**, Dean of Institute of Special Education of the Faculty of Education for Children and Special Educational Needs of the University of Debrecen
- 9:35-9:40: **Attila KISS**, Mayor of Hajdúböszörmény
- 9:40-9:45: **Grzegorz GODAWA**, associate professor Pontifical University of Paul John II in Cracow

**Plenary Lectures**

- 9:45-10:05: **Monika PYRCZAK-PIEGA** (Pontifical University of Paul John II in Cracow): Students with special needs and their parents - informal participation of a parent in the education of an adult child
- 10:05-10:25: **Katinka BACSKAI – Gabriella PUSZTAI – Tímea Ceglédi – Zsófia Kocsis** (University of Debrecen): The Role of Teachers in Parental Involvement

**10:25-11:00: Coffee Break**



## 11:00-12:30: Sections

### 1. Students' Section

**Chair: Norbert TÓTH (University of Debrecen)**

Location: "C" building, first floor, room 102

11:00-11:15: **Anna JĘDRYKA – Weronika GRODOWICZ:** Actions activating seniors in the context of old age education

11:15-11:30: **Dániel BODNÁR – Bianka KOCSIS-SIMON – Réka TÓTH – Cintia CSÓK:** The role of school support staff – A bridge between parents and school?

11:30-11:45: **Norbert TÓTH:** The significance of Roma parents' attitude concerning children's school performance

11:45-12:00: **Dominika BIELAK – Weronika GRODOWICZ:** Creating authority in adolescents in relation to social media

12:00-12:15: **Anna BOGUTA:** Parental crisis related to a child's suicide

### 2. Early Childhood and Special Education

**Chair: Magdolna NEMES (University of Debrecen)**

Location: "C" building, first floor, room 107

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11:15-11:30: **Anikó VARGA NAGY:** Parental Involvement in Kindergarten Models of Working with Families

11:30-11:45: **Magdalena OCHOŃSKA:** Family life education as an element of the Family policy

11:45-12:00: **Katinka BACSKAI – Nor Amalina RUSLI:** The Influence of Family Background on Special Needs Children's Educational Development Through The Use of Digital Technology

12:00-12:15: **Magdolna NEMES:** Dyslexia and language teaching – from the teachers' perspective

### 3. Education

Chair: Arkadiusz KRASICZKI (University of Zadar)

Location: Building "C" II. floor, room 204

- 11:00-11:15: **Csilla RÉTHÁTI**: Presentation of data on the academic performance of vocational school students at risk of dropping out in the regions of Northern Hungary and the Northern Great Plain
- 11:15-11:30: **Damir ŠEHIĆ – Valentin STUHNE – Barbra ČAVLINA**: Authority and education - Some problems and perspectives
- 11:30-11:45: **Arkadiusz KRASICZKI**: The formation and Education of Jesus's Disciples in the Synoptic Gospels
- 11:45-12:00: **Nóra NÉMETH – Ildikó PETŐ**: Rethinking Education: The Emergence of New Learning Environments and Their Impact on 21st Century Skills Development
- 12:00-12:15: **Veronika BOCSI**: The chance of graduation. Empirical findings of quantitative research

### 4. Social Issues

Chair: Anita GALÁN (University of Debrecen)

Location: Building "C" II. floor, room 205

- 11:00-11:15: **Erzsébet RÁKÓ**: The process of transforming institutions in Hungarian child protection from 1997 to the present day
- 11:15-11:30: **János SZECSKÓ**: School social work in Hungary and in the United Kingdom
- 11:30-11:45: **Gregorz GODAWA**: Trends and TikTok syndromes as challenges for pedagogical practice
- 11:45-12:00: **Anita GALÁN**: Self-help groups and COVID
- 12:00-12:15: **Miranda HESTI**: Unveiling international doctoral students' social adaptation in Hungary

12:30 — Lunch

Location: ground floor of the "A" building, square in front of the restaurant

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# Abstracts

## Plenary Lectures

### 1. MONIKA PYRCZAK-PIEGA

**Pontifical University of Paul John II in Cracow**

**Students with special needs and their parents - informal participation of a parent in the education of an adult child**

#### Abstract:

Students are adults who are responsible for their own activities and education. The role of a parent in the life of a young adult should be based on support and guidance, not on limiting decision-making and self-determination. What does this look like in reality? How do parents of people with special needs approach their children's education? Do they actively participate in their adult children's academic life? The paper will be a discussion of the problem presented, on the basis of more than a dozen years of experience working in the Disability Service at The Pontifical University of John Paul II in Kraków.

#### Keywords:

students, parents, education



**2. KATINKA BACSKAI – GABRIELLA PUSZTAI – TÍMEA CEGLÉDI – ZSÓFIA KOCSIS**  
**University of Debrecen**  
**The Role of Teachers in Parental Involvement**

**Abstract:**

One of the long-standing and unchanged findings of international student performance measures and the National Assessment of Basic Competencies (NABC) National Competency Assessment is that there are exceptionally large differences between schools in Hungary in terms of students' social background composition (Bacskai 2015, Lak et al. 2019, Belinszki et al. 2020). Teachers who succeed in schools with a low social background composition first establish the necessary cooperation with their partners, especially with the parents, who are the school's immediate environment, in order to provide effective education (Imre 2017, Bacskai 2015, 2020, Pusztai 2020, Marton 2019, L. Ritók 2009, Lannert & Szekszárdi 2015), and only after that can they turn to the more narrowly defined work of teachers, to teaching and to the development of skills. In this presentation, we will present the research and development work of the MTA-DE-Parent-Teacher Cooperation Research Group, which aims to develop teachers and teacher training students in order to help them to be prepared to support parents' activities to promote child-raising and school effectiveness, and school-family cooperation. The results of the research and development work carried out from autumn 2021 onwards are summarised, based on systematic literature reviews, analysis of exploratory teacher interviews, secondary analyses of previous research, survey of pupils and parents, and a summary review of good practices.

The research on which this presentation is based has been implemented by the MTA-DE-Parent-Teacher Cooperation Research Group and with the support provided by the Research Programme for Public Education Development of the Hungarian Academy of Sciences. This presentation was supported by the János Bolyai Research Scholarship of the Hungarian Academy of Sciences and the ÚNKP-22-5 New National Excellence Program of the Ministry for Culture and Innovation from the source of the National Research, Development and Innovation Fund.

**Keywords:**

parental involvement, teacher training, social disadvantages



**11.00-12.30: SECTION 1**  
**Students' Section**  
**Chair: Norbert TÓTH (University of Debrecen)**

- 1. ANNA JĘDRYKA – WERONIKA GRODOWICZ**  
**The Pontifical University of John Paul II in Krakow**  
**Actions activating seniors in the context of old age education**

**Abstract:**

One of the modern pedagogical challenges is old age. Experiencing old age is a challenge for both older people and ageing societies. When talking about old age education, it is worth pointing out an important aspect, which is the individual's own activity, identified with self-education, a person's work on themselves, self-improvement or self-realisation. Upbringing is not only the activities related to notifying, influencing someone and encouraging them to act, but also triggering situations conducive to specific human behavior. Education is about helping people acquire interests and aspirations, as well as skills and habits that, in old age, will help them to pursue lifestyles that are conducive to prolonging their youth and giving them satisfaction in fulfilling their various activities. Empirical data were collected at Senior Citizens' Day Care Centres and Senior Citizens' Clubs. The research results show that activating actions are of great importance for respondents. The elderly participate relatively frequently in activities organised by support centres. The most common activation actions undertaken by respondents are those related to integration, contact with others and physical activity. The desire to interact, stay in touch and be heard plays a huge role in people's lives, even in old age.

**Keywords:**

senior citizen, old age, activation, education



**3. DÁNIEL BODNÁR – co-authors: Bianka KOCSIS-SIMON – Réka TÓTH – Cintia CSÓK**

**MTA-DE-Parent-Teacher Cooperation Research Group, Institute of Educational Studies and Cultural Management, University of Debrecen  
The role of school support staff – A bridge between parents and school?**

**Abstract:**

Since 2018 the presence of social support staff in kindergartens and schools is obligated by law in Hungary, however, as a number of studies have proven in recent years, parents and teachers have supportive, neutral and sceptical opinions regarding this decision. Our research aimed for a profound scrutiny of this phenomenon, discovering the viewpoint and experience of teachers. We were interested in the educational and non-educational challenges that teachers face and the possible problem-solving and co-operational resolutions offered by school support staff. During March 2022 we picked our interviewees (six teachers) through professional sampling for a qualitative research with a half-structured interview, and for analysis we used transcription, text reduction and hermeneutic analysis. We found that most of the challenges originate from negative teacher-parent relationship, moreover, families' problems regarding lifestyle, socialising and education are further deepened by the low number of support staff members or their complete absence. Our findings point towards a more profound understanding of educational challenges faced during pedagogical work. "The research on which this paper is based has been implemented by the MTA-DE-Parent-Teacher Cooperation Research Group and with the support provided by the Research Programme for Public Education Development of the Hungarian Academy of Sciences."

**Keywords:**

teachers, school support staff, school social workers, public education



#### **4. NORBERT TÓTH**

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

**The significance of Roma parents' attitude concerning children's school performance**

##### **Abstract:**

Researches with a sociological approach to education call attention to the fact that family background and parents' attitude towards education determine children's school performance (Forray, 2004). It is especially relevant in the case of Roma students. Taking into account this theoretical phenomenon, the current lecture intends to present a qualitative research that has been carried out in Ibrány, Szabolcs-Szatmár-Bereg County. On one hand, we tend to get acquainted with primary school teachers' perception about Roma students' school performance and Roma parents' principles regarding the values of school and studying. To map the problem, we conducted structured interviews (N=18) with elementary school teachers of Ibrányi Árpád Fejedelelem Primary School. Due to the Anthropology of Education approach of our research, after getting familiar with educational institutions in detail, we continued to collect the empirical data in the Roma communities of Ibrány. During our investigation, we analyzed the role that Roma families play in their children's schooling. We were curious about how Roma tradition and culture affect children's school performance and further education aspirations. Structured interviews (N=15) were carried out with Roma parents to comprehend and to reflect upon the local situation.

##### **Keywords:**

Roma parents, school performance, teachers' perception



**5. DOMINIKA BIELAK – WERONIKA GRODOWICZ**  
**The Pontifical University of John Paul II in Krakow**  
**Creating authority in adolescents in relation to social media**

**Abstract:**

We experience an authority crisis on a daily basis. Despite this, young people are still looking for significant figures. Increasingly, they are found on the Internet. Often these authorities are influencers who build their media image on social media. The results of the survey show that young people indicate influencers, their mother and father as their top three authority figures. Parents are the first people a child imitates. Therefore, parental authority is crucial for the proper development of children and young people. It is also important to pay attention to which influencers are viewed as authorities. The research also showed that the top three most-followed young people's influencers are Mr Beast, Genzie and Kaluch.

The presentation of the research results aims to explore the phenomenon of creating authority in young people and to show what authority figures young people currently have. The assumption is also to present, based on research, how young people identify with their online authority figures.

**Keywords:**

authority, influencer, youth



## **6. ANNA BOGUTA**

### **The Pontifical University of John Paul II in Krakow Parental crisis related to a child's suicide**

#### **Abstract:**

The article will present the problem of the crisis faced by parents whose child commits suicide.

The aim of the study is to present the situation of a family struggling with a child's suicide, in particular with regard to the crises experienced by the parents on many levels, as well as the risks associated with them.

Parents who have lost a child as a result of a suicide attempt are much more likely to have to contend with their parenting competence being undermined by the environment, or even blaming them for the situation. Due to the frequent lack of approval and understanding for expressing (often) negative emotions in mourning after the suicidal death of a loved one, the duration of the crisis may be prolonged, which in turn may cause permanent mental disorders and dysfunction in many areas of life.

The analysis of the available studies showed an increasing number of suicides/suicide attempts in children and adolescents, especially in recent years (2020-2022). The interview conducted with the employees of the Crisis Intervention and Counseling Center in Myślenice (Poland) brought closer the specificity of mourning as an extremely difficult and specific crisis of the individual, family, and society. The crisis as a result of a child's suicide is a long-term process that can have a number of negative effects, and appropriate – early – crisis intervention can help to avoid them.

#### **Keywords:**

crisis, suicide, parents, child



**11.00-12.30: SECTION 2**  
**Early Childhood and Special Education**  
**Chair: Magdolna NEMES (University of Debrecen)**

**1. KATALIN MEZŐ – FERENC MEZŐ**

**University of Debrecen Faculty of Education for Children and Special Educational Needs, Faculty of Pedagogy, Eszterházy Károly Catholic University, Eger, Hungary**

**Change in choices regarding day-nurseries and family daycares in 15 years perspective**

**Abstract:**

**Objective:** The aim of this presentation is to explore the correlations between the number of day-nurseries and family daycares operating between 2006-2016 (ten years period) and 2021 (plus five years) and also the relationship between the number of children they host. **Background:** The day-care system in Hungary has undergone a major transformation in recent decades. While between 2006 and 2016, there were two main types of institutions for handling with for the supply of children from 20 weeks to 3 years, in 2021, there have been 4 different types of institutions to which parents could enter their child in (875 traditional crèches, 280 mini-cradles, 994 family crèches and 11 workplace crèches- and the number of places has been increasing ever since). The possibility of early education for children opens up the way of a surge in the number of early childhood educators and the development of new competences regarding caring for children. In addition it is a significant help for parents and families who decide to return to the labor market. **Method:** The study used secondary data collection (data made public by the Central Statistical Office) to prepare for data analysis. **Results:** The results show strong rank correlations ( $r_s > 0,9$ ;  $p \leq 0,05$ ) among the years and the number of day-nurseries and family daycares, and the number of children enrolled in these institutions. In the last five years, the number of qualified early childhood educators has also steadily increased.

**Keywords:**

day-nursery, family daycare, crèches



## **2. ANIKÓ VARGA NAGY**

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

**Parental Involvement in Kindergarten Models of Working with Families**

### **Abstract:**

There are researches conducted with parents about the required competencies of early childhood educators and what parents expect from the kindergarten pedagogue and the institution. (Jaskóné and Stóka 2014.) It is highlighted that human factors matter more to parents. (Török, 2005;)

Taking the families' needs into consideration has become stronger lately. The families' inclusion into kindergarten education happens more lately. (Murray et al. 2018) A family-friendly approach is becoming more dominant in the practice. Good practices concerning parental engagement in practice in ECEC will be presented from a different view of points. A literature review was used to present the different types of parental involvement and cooperation with families in Kindergartens. Parents and educational institutions share the responsibility for the care and education of children. Parents do not only want kindergartens to provide security but also friendly, harmonious, family-like environments. Parents expect that their children can play freely in kindergarten and that their social, emotional and cognitive development is supported. The presentation concludes with identifying some directions of travel in strengthening relationships with all families and developing ways of working that benefit children, families, and kindergartens.

The outcomes of the presentation are several models and see what differences are in ECEC issues on parental involvement. A model is demonstrated of several ways to work with families in kindergarten settings through the parental involvement approach in ECEC.

### **Keywords:**

kindergarten, parental involvement, early childhood education, parental engagement with kindergarten, cooperating with families



### **3. MAGDALENA OCHOŃSKA**

**The Pontifical University of Paul John II in Cracow**

**Family life education as an element of the Family policy**

#### **Abstract:**

According with the social-cultural changes and increasing of worries or even reluctance for parenthood and motherhood, it is need to ask a question is there any States tools to revert this trend. How to build of pro-family and pro-birth social narration for its positive effect? It is good to use (and invest in) a non-financial instruments as a support of economic or infrastructural tools. The active participation in the "Family life education" classes can be a method of positive influence on the profamily attitudes. Properly formation of those attitudes and building awareness of positive fertility influence for personal happiness but also on the prosperity of the whole society can (In perspective of many years) brings advantageous changes. Realisation of those educational policy must go parallel with the positive changes regarding of family benefits/tax relief, increasing the quality of procreative health, accessible of protective institutions or quantity of the flats for families. Because of that, there is need to take a look into school's course Family life education, if it can influence a creation of "profamily culture" into young people's worldview.

#### **Keywords:**

family policy, profamily culture, family life education, demography



#### **4. KATINKA BACSKAI – NOR AMALINA RUSLI**

**Univeristy of Debrecen**

##### **The Influence of Family Background on Special Needs Children's Educational Development Through The Use of Digital Technology**

###### **Abstract:**

Family background has a significant impact on the developmental outcomes of children, particularly those with special needs. Effective parental and caregiver support and interventions can have a substantial impact on the child's overall growth and development. In recent years, the use of digital technologies such as machine learning and deep learning has shown promise in providing individualized interventions based on a child's family background, hence improving results for special needs children. Therefore, the main objective of this study is to see the extent to which family background can influence the level of learning development of special needs children in using the digital technologies. This presentation is an literature review wich focus on surveys that will be conducted on approximately 10 families that have children with special needs and different backgrounds. Deep learning algorithms can find patterns and predict the likelihood of specific conditions by evaluating family history. To summarize, understanding a child's family history is critical in providing effective support and interventions for children with exceptional needs. Personalized interventions customized to a child's family background can be delivered by harnessing the power of deep learning algorithms, resulting in enhanced developmental results. These technologies have the ability to reduce resource access obstacles and provide more equal care for children with special needs

###### **Keywords:**

special educational needs, family background, artificial intelligence, educational outcomes



## **5. MAGDOLNA NEMES**

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

**Dyslexia and language teaching – from the teachers' perspective**

### **Abstract:**

During the fourth year of primary school, Hungarian children have a new, challenging subject: they have to start learning a foreign language. For children with dyslexia, choosing the language is a challenge in itself. These children have to cope with countless difficulties not only in their academic studies but also in their social lives. In our research in spring 2022 we carried out interviews with teachers (n=10) who have worked or at the moment are working with dyslexic learners. We decided to conduct interviews with them in order to get a more detailed picture of their methods, experience and suggestions. Our goal is to see if the Hungarian language teachers are prepared for teaching dyslexic learners, or else what steps they take in order to be ready for this task. From the interviews, it has become clear to us what equipment and ICT tools are used in the teaching process, how learners can be motivated, how their progress can be evaluated and what course materials are suggested for them.

### **Keywords:**

dyslexia, ICT tools,



## 11.00-12.30: SECTION 3

### Education

**Chair: Arkadiusz KRASICZKI (University of Zadar)**

#### 1. CSILLA RÉTHÁTI

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

**Presentation of data on the academic performance of vocational school students at risk of dropping out in the regions of Northern Hungary and the Northern Great Plain**

#### Abstract:

Leaving school without a degree has been an educational and social problem for many years, which has been the focus of European Union programs. Our goal is not only to explain the concept of early school leaving, but also to present the root causes and explore the factors that lead to the premature school leaving of students with disabilities. I will introduce the Hungarian and international guidelines that aim to promote the social integration of people with disabilities and prevent early school leaving without a degree. The theoretical framework of the research is provided by the results of educational sociology research examining the dropout of vocational school students and students with special educational needs: Dyson, Squires (2017), Doll et al (2013), Estêvão, Álvares' (2014), European Union Agency For Fundamental Rights (2016) ), Fehérvári (2008,2015, 2020), Kertesi, Kézdi (2013) and in the publication of the European Agency (2017) dealing with early school leavers and people with disabilities and/or those with special educational needs, international comparisons show that the early dropout risk factors are the same in the general population. In Fehérvári's (2015) study, in which he examined the consequences of educational expansion, dropout and early school leaving, he points out that when examining the trends of dropout and early school leaving, the outstanding rate of early school leaving in Northern Hungary is striking, as well as that dropout affects students in vocational education affects the most. The research deals with the examination of data on the academic performance of vocational school students at risk of dropping out in the Northern Hungary and Northern Great Plain regions. In our study, we analyze the public data on students at risk of dropping out of the database of the public education information system operated by the Office of Education in 2017/2018 II. from semester 2021/2022 II. half a year inclusive. We are looking for an answer to whether the number of students who received an insufficient rating in one or more subjects in the second semester in the examined period is the same as the number of those who are required to repeat the year, as well as what changes can be observed in the students who received an insufficient rating in one or more subjects in the second semester and the in the number of those required to repeat annually in the distribution according to subjects.

#### Keywords:

students at risk of dropping out, vocational school, academic success

**2. DAMIR ŠEHIĆ – VALENTIN STUHNE – BARBRA ČAVLINA**  
**University of Zadar**  
**Authority and education - Some problems and perspectives**

Abstract:



### **3. ARKADIUSZ KRASICZKI**

**University of Zadar**

#### **The formation and Education of Jesus's Disciples in the Synoptic Gospels**

##### **Abstract:**

This work points to the educational dimension of Jesus in the formation of Jesus' disciples. With special attention, it is narrowed down to the synoptic gospels. In the research, the author of the article took into account the Old Testament context of the texts in which the verb to raise is used. Jesus continues the work of his Father in the process of forming and raising the New Israel. The invitation to go to the school of Jesus is addressed to everyone. The student always has a free answer.



#### **4. NÓRA NÉMETH – ILDIKÓ PETŐ**

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

**Rethinking Education: The Emergence of New Learning Environments and Their Impact on 21st Century Skills Development**

##### **Abstract:**

In today's rapidly changing world, education is evolving to meet the needs of a new era. The traditional aim of education was to impart knowledge, but in recent years, the focus has shifted to developing skills and competencies necessary for the 21st century. As a result, new learning environments have emerged, driven by social and technological changes. The importance of new learning environments in education cannot be overstated. These new environments promote collaboration, interactivity, and the use of technology to create an engaging and interactive learning experience. However, there is a gap in the research on the effectiveness of these new learning environments and their impact on ergonomics, functionality, and health. Our research aims to address this gap by examining the differences between traditional and new learning environments, the social and technological reasons behind the shift, and the requirements for creating effective learning environments. We will explore the advantages and disadvantages of the new learning environment, including its ergonomic, functional, and health aspects. To achieve our research aims, we will use a mixed-methods approach, combining qualitative and quantitative data to gather information on student experiences in traditional and new learning environments. Our aim is to provide a comprehensive understanding of the impact of new learning environments on education and to identify areas for further research. We hope that this research will inform the design and implementation of effective learning environments that support the development of the skills and competencies required in the 21st century.

##### **Keywords:**

Learning Environments, Technology in Education, Effective education



## **5. VERONIKA BOCSI**

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

**The chance of graduation. Empirical findings of quantitative research**

### **Abstract:**

Our analysis focuses on those young Hungarian people (aged from 25 to 29) who are graduated but their parents do not have a degree. Their situation and chances can be analysed from the aspect of inequalities because pupils' achievement during school years and their chance to graduate are embedded in their social position. This type of social mobility is revealed by Hungarian analyses too: we know the rates of students with disadvantageous situation in higher education system (Berlinger and Megyeri, 2015); we can see the patterns of their achievement (Bocsi, Pusztai and Fényes, 2022) and we can identify those segment of universities in which they are over- or underrepresented. The aim of our analysis is to model those intersectional life situations, which are favourable to reach higher education for these (parents without degree) young people. The Hungarian Youth Survey 2020 database was used by us, and the subsample of non-graduated parents was separated (N= 2504). We run a binary regression model in which the dependent variable was the obtaining of a degree and the list of independent variables contain socio-demographic variables (sex, type of settlement, economic situation etc.) or different life events (crises, the number of children etc.). With these results we can identify such an intersectional life situation (being a woman, habitation in cities, more favourable economic situation, mother's white collar work, medium parental educational level, without children) in which the chance of graduation is higher. The database's right of use was made available to us by Társadalomkutató Zrt.

### **Keywords:**

socia inequalities, social mobility, education



**11.00-12.30: SECTION 4.**  
**Social Issues**  
**Chair: Anita GALÁN (University of Debrecen)**

- 1. ERZSÉBET RÁKÓ**  
**University of Debrecen Faculty of Education for Children and Special Educational Needs**  
**The process of transforming institutions in Hungarian child protection from 1997 to the present day**

**Abstract:**

The purpose of the presentation is to present the historical changes in child protection in Hungary and the process of deinstitutionalization, which is currently shaping child protection work in our country. The research is looking for the answer to the question that XXXI of 1997 on the protection of children and the guardianship directorate. How the process of institutionalization and deinstitutionalization took place in Hungary after the introduction of the Act (Act XXXI of 1997). which was a milestone in Hungarian child protection for 0-3 year olds. The presentation uses a case study methodology with a secondary data corpus, which includes legislation and data provided by the Central Statistical Office. The scientific approach of the presentation is mainly historical, presenting the main characteristics of child protection in two distinct periods between 1980-1995 and 1996-2018. The results show that the Child Protection Act had a decisive influence on child protection, bringing about a significant transformation in child protection, the "transition of the child protection system", paving the way for the process, deinstitutionalization and the appearance of alternative forms.

**Keywords:**

deinstitutionalization, child protection,



## **2. JÁNOS SZECSKÓ**

**University of Debrecen Doctoral School of Human Sciences, Doctoral  
Program on Educational Sciences  
School social work in Hungary and in the United Kingdom**

### **Abstract:**

School social work is a growing service all over the world. At present, social work in schools operates in more than fifty countries. The presentation aims to present and compare school social work in Hungary and the United Kingdom, which is based on a previous research. The aim of the research is to get to know the activities in the two countries in more detail, pointing out the similarities and differences in practice. The research questions shed light on the conditions of the operation of social work in Hungarian and British schools, the cooperation of the social worker with the educational institution and the activities carried out there. We conducted semi-structured interviews as a method of research with 14 social workers in close contact with schools and specifically school social workers. It can be concluded that the practical operation shows many similarities between the examined countries, but at the same time in certain areas we can also observe marked differences. The operation of mental health teams organized in educational institutions not only serves to protect children, but the establishment and coordination of such a professional team can also increase the acceptance and influence of the school social worker in the institution. With the results, we aim to arouse school social workers' interest in learning about international practices and be able to show an alternative to rethink their activities.

### **Keywords:**

school social work, child protection, services of school social worker



### **3. GRZEGORZ GODAWA**

**The Pontifical University of Paul John II in Cracow**

**Trends and TikTok syndromes as challenges for pedagogical practice**

#### **Abstract:**

The trends present on the TikTok website cover a wide range of social phenomena and issues. In some cases, they form syndromes, i.e. sets of characteristics specific to a given phenomenon. An example is the "Lucky Girl Syndrome", which has become very popular since December 2022. It defines the profile of a "lucky woman", i.e. a young woman who manages to fulfil all her dreams. This is attributed to the application of the law of attraction, confirmation bias and the manifestation of dreams. Female influencers face no difficulties thanks to their positive approach to the world. This syndrome has a pedagogic dimension, as it promotes attitudes that on the one hand encourage positive thinking, while on the other hand reinforce frustration, a sense of loss and an inability to achieve so much satisfaction with one's life. Therefore, educational measures are needed to help exploit the potential contained in TikTok trends, but at the same time to protect young users of this website from the destructive effects of the material posted there. These actions are included in the area of media education.

#### **Keywords:**

Lucky Girl Syndrome, adolescents, Tik Tok, upbringing



#### **4. ANITA GALÁN**

**University of Debrecen Faculty of Education for Children and Special  
Educational Needs  
Self-help groups and COVID**

##### **Abstract:**

The disease caused by the COVID-19 virus began to spread in China, in the city of Wuhan, in December 2019. In Hungary, the first registered case was announced on March 4, 2020. From then on, a ban on visits was introduced in all inpatient care and residential social institutions, and the release of hospital beds and wards for the purpose of possible isolation began. In this presentation, I will examine the effect of the closures during the pandemic on the self-help groups, how they were able to switch to the online platform, how the system of the groups' operation changed, what happened to those who did not agree to participate online. I will also discuss whether the closures and the transition online had an effect on the development of addiction and relapses. In order to answer the research questions, I used a qualitative methodology and conducted semi-structured interviews with members of the Alcoholics Anonymous (hereinafter: AA) group.

##### **Keywords:**

self-help group, COVID, AA



## **5. HESTI MIRANDA**

**University of Debrecen**

**Unveiling international doctoral students' social adaptation in Hungary**

### **Abstract:**

International students who choose Hungary as their study destination must adapt to Hungary society. Knowing the social adaptation of international students, especially doctoral students, gives another perspective on social adaptation in higher education. The study aims to uncover the social adaptation of international students in Hungary. This study also aimed to understand how international students adapt to society in Hungary. This study used qualitative research design, specifically descriptive research. It focused on the doctoral students' level. In small cases, there were seven international students who were from Asian countries such as Indonesia, Malaysia, Myanmar, Uzbekistan and Iraq. The instrument of the study was the semi-structured interview and demographic data. The language of interview was English. This study found eleven categories in the students' adaptation. They were personality, the first visited place, the first friend, adaptation types, ways to make acquaintance, time adjustment, challenge in social adaptation, factor in social adaptation, setting social adaptation, self-reflection, and an unfamiliar or new habit.

### **Keywords:**

international students, social adaptation, culture differences, Hungary

**12:30: Lunch**





## CONFERENCE COMMITTEE

### Committee chairs:

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**Gortka-Rákó Erzsébet**, Associate Professor at University of Debrecen

**Godawa Grzegorz**, Associate Professor at Pontifical University of John Paul II in Cracow

### Scientific committee:

**Majerek Bożena**, Associate Professor at Pontifical University of John Paul II in Cracow

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### Organizing committee:

**Nemes Magdolna**, Associate Professor at University of Debrecen

**Ochońska Magdalena**, Pontifical University of John Paul II in Cracow

Lay-out: Bertalan Sándorné



[DTA1] megjegyzést írt: **Conference Committee**

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