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Foreword

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This edited volume continues the tradition of the UNESCO Janusz Korczak Chair book series dedicated to the promotion of inclusive international scientific exchanges with open access and no geographical divisions from imagined centres of science to the perceived periphery. The publication is the outcome of the XVI international summer school that took place at Maria Grzegorzewska University in Warsaw in September 2023. The volume is focused on anti-discrimination and is dedicated to addressing hate speech and negative discourses targeted at minorities, including religious groups, and their impact on children and childhoods. At the core of promoting and protecting quality education lies the concept of Global Citizenship Education (GCE), which encompasses three key elements defined by UNESCO: a shared sense of humanity, respect for diversity, and solidarity. In line with the key principles guiding UNESCO's call for action, the 16th International Summer School seeks to promote innovative thinking and active response to the major contemporary global challenges. Inspired by the vision of the 2030 Agenda and the delivery of the Sustainable Development Goals, especially SDG 4 aimed at ensuring inclusive and equitable quality education for all, we seek to stimulate and promote an interdisciplinary dialogue. Emphasis will be placed on political discourses, social policies, education and human rights, all of them crucial for building more inclusive and sustainable societies. Recognizing intercultural diversity and fostering inclusive language and discourses is also central to the achievement of social inclusion. Education as a global public good is a driver of inclusion and resilience, and it's essential to meet the needs of children, youths and minorities, who are disproportionately affected by conflicts and all kinds of violence, including hate speech. Educators' wellbeing will also be addressed since it's fundamental for building capacities to respond to many current disruptions and ensure that no one is left behind. At the heart of the protection and promotion of quality education is the notion of Global Citizenship Education (GCE), and its three core elements, defined by UNESCO as: a shared sense of humanity, respect for diversity and solidarity. Their importance was earlier recognized by the pioneer of special education in Poland, Maria Grzegorzewska (1887–1967), who is also a founder of

our university and a powerful voice for the rights of children and adults with disabilities, and by Janusz Korczak (1878–1942), a visionary of the development of children's rights and childhood studies. This heritage resonates well with CREAN, the Children's Rights European Academic Network of 30 universities spanning Eastern and Western Europe that, since 2016, has been hosted by the Centre for Children's Rights Studies at the University of Geneva. CREAN is steadfastly dedicated to bolstering European academic institutions in in-depth research, comprehensive studies, and interdisciplinary university teaching, thereby enriching the intersectoral conversation surrounding children's rights both at the national and international levels. With this core goal in mind, it supported the organisation by Maria Grzegorzewska University of The Hate Speech and the Negative Discourses Scientific Seminar held in Warsaw on 20 September 2023.

The selection of chapters reflects the wide array of topics related to the issues of discrimination, and oppressive practice but also hope for inclusion and liberation. The book opens with a chapter by Romanian scientists from the University of Oradea who give us an overview on *Pedagogy of Oppression and the Ideologically Engaged Discourses as an Impact on Children's Oppression and Exclusion*. This chapter is followed by a contribution by Taiwo Afolabi, from the University of Regina, Canada. Dr. Taiwo Afolabi shares his keynote address from the CREAN scientific seminar proceedings, dedicated to theatre for cultural and religious diversity with lived positive engagement examples from the Nigerian context. This hope bringing chapter is followed by a disturbing analysis of hate-rhetoric in right-wing populist political communication, shared by Prof. Erzsébet Barát from the Department of Gender Studies, CEU, Vienna. Prof. Marthinus S. Conradie from the University of the Free State in South Africa reveals creative maladjustments in the interactions between students and assistant teachers. This is followed by presenting a novel concept of parents as "responsible choosers" in the Chilean education policy. Gonzalo Hidalgo-Bazán from the University of Bristol, UK questions the notion of quality, whilst providing a comprehensive critique of the education system in Chile. Luba Kozak explores the ethical dimensions of pet culture in art. She eloquently brings to light the issue of ethics of care in art pedagogy. Julianne D. Gerbrandt from the University of New Brunswick in Canada provides a thought-provoking, poststructural reflection on social inclusion research. Furthermore, Jessica Kristin Nowak from the University of Białystok discusses the educational process involving juveniles in correctional institutions in Poland. Her chapter is followed by a contribution dedicated to theoretical contribution discussing Rabindranath Tagore and Janusz Korczak's ideas, prepared by Swati Chawla. We learn from this chapter that both philosophers were innovators in their respective fields. Tagore was a poet, a Nobel price winner, who in 1901, founded 'Santiniketan' (Abode of Peace) as an Indian West Bengali school. Whereas Korczak was a medical doctor by profession but also a researcher of childhood involved in development of boarding schools for orphans. He was also a volunteer in the community, a newspaper columnist, a tutor, and a writer. Turkish professor and youth participation activist Seran Demiral engages in a dialogue with a 16-year-old Duru Çiçek, focussing on scattered identities and intergenerational intersections.