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Evidence-Based for Early Intervention Children with Autism Spectrum: A Systematic Literature Review

ABSTRACT: Autism spectrum disorder (ASD) is a complex developmental disorder affecting communication and behavior extensively conducted for research. The systematic literature review aims to provide insight into the latest intervention trends for children with autism between 2011 and 2021 and to identify the main topics discussed in the literature. Ten studies were chosen for analysis using the PRISMA screening method. The findings showed that the primary focus of these studies has been on evidence-based early intervention for social communication, behavior management, and the role of parents and schools in the therapy process. The current review offers significant insights into the present state of knowledge in the field of autism intervention and proposes potential areas for future research.

KEYWORDS: Autism spectrum disorder (ASD), Evidence-based Interventions, Social Communication, Behavior Management, Parent/School involvement.

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INTRODUCTION

The lack of agreement on identifying and assessing scientifically reliable and efficient therapies is a major obstacle in implementing Evidence-based methods for individuals with autism spectrum disorder (ASD). Several organizations and frameworks have emerged to provide guidelines for assessing the reliability and effectiveness of therapy to address this issue. The Grading of Recommendations Assessment, Development, and Evaluation (GRADE) framework, widely employed in healthcare, offers a systematic approach to evaluating research studies. It considers factors such as study design, risk of bias, consistency of results, and precision of estimation.

Another guideline, The Scottish Intercollegiate Guidelines Network (SIGN), is an organization that works collaboratively to create clinical guidelines based on evidence for healthcare professionals in Scotland. Their proper methodology involves systematic literature reviews, critical evaluation of evidence, and expert consensus to ensure the use of scientifically reliable and effective therapies in clinical practice.

By integrating the established frameworks and guidelines with the rigorous criteria specified in the No Child Left Behind Act of 2002 (NCLB), which emphasizes systematic, objective, and peer-reviewed techniques, stakeholders in the autism spectrum disorder (ASD) field can create a thorough and reliable approach in identifying and assessing reliable and effective therapies. This alignment aims to integrate research and practice, promoting evidence-based interventions for individuals with ASD to optimize outcomes.

Scientifically based procedures are validated using “gold standard” study designs, including the random sampling of individuals assigned to control and experimental groups or rigorous single-subject designs with repeated, well-controlled studies. The scientific validation process has faced criticism for its restrictive nature and potential negative impact on ASD research because it may not be applicable in situations in the real world.

The complexity of autism and its diagnosed individuals represent challenges in implementing these criteria to therapy process. Autism is a spectrum disorder characterized by various symptoms and behaviors in diagnosed individuals. The variability poses a challenge in developing a one-size-fits-all approach to therapy. Autistic individuals commonly experience comorbidities like intellectual disability, attention-deficit/hyperactivity disorder, or anxiety, which may affect their response to therapy. The challenges faced in assessing therapy's efficacy in a controlled setting hinder establishing consistent and favorable outcomes.

In this study, the emphasis was on finding the effective interventions for children with autism supported by robust scientific evidence. This paper provides a review of behavioral, cognitive, and educational therapies.

It is essential to review evidence-based best practices for interventions for autistic children. The research questions leading this systematic review are as follows:

1. What are the overall research trends on successful therapies for autistic children based on significant evidence collected worldwide?
2. What are the most prominent feature connected to effective interventions for autistic children based on considerable evidence in the Scopus, Web of Science (WoS), Ebsco, and Google Scholar databases that the previous researchers have addressed?
3. What are the recommendations for future research and studies on successful therapies for autistic children based on significant evidence?

By comprehensively examining and addressing these research questions, this systematic review aims to offer an extensive analysis and understanding of the present state of knowledge regarding evidence-based early intervention for children with autism. The findings and insights derived from this review will be highly valuable for researchers, practitioners, and policymakers involved in autism-related fields. By critically evaluating the existing literature, this review will identify gaps, limitations, and areas that require further investigation. Moreover, it will provide a comprehensive synthesis of the available evidence, highlighting the most effective and promising interventions for autistic children. Based on these findings, this review will present evidence-based recommendations for future research directions, emphasizing the need for rigorous studies, improved methodologies, and innovative approaches in the field of early intervention for autism. Ultimately, the outcomes of this systematic review will contribute to the advancement of knowledge, inform evidence-based practices, and ultimately improve the outcomes and quality of life for children with autism and their families.

RESEARCH METHODOLOGY

Searching Procedure

The literature review followed the PRISMA 2020 guidelines. The study presents a checklist consisting of 27 points and a four-step approach for examining and evaluating the articles (Moher et al., 2010). A systematic literature review (SLR) involves

identifying, selecting, and evaluating appropriate literature to address the research question. The study began by setting criteria and conducting a literature search on teachers' attitudes toward inclusion and psychological predictors in four databases: Web of Science (WoS), Scopus, Ebsco, and Google Scholar. The literature review followed the PRISMA protocol, which involved three phases: identification, screening, and inclusion.

Step 1: Identification

The search was conducted from June to August 2022. From January 2011 to December 2021, the publication of papers was required. The authors established pre-defined inclusion criteria to address the research questions and selected articles as necessary (Table 1).

Table 1. The inclusion and exclusion research criteria

Inclusion criteria	Exclusion criteria
1. Articles published in English	1. Articles were not published in English
2. Articles published in scientific journal	2. Conference paper, Book, Book chapter, Review
3. Articles published between January 2011 and December 2021	3. Articles were not published between January 2007 and December 2021
4. Articles focused on early intervention for autistic children	4. Articles were not focused on early intervention for autistic children
5. Articles were in empirical research	5. Articles were not in empirical research
6. Article were focused on behavioral, cognitive, and educational therapies.	6. Article were not focused on behavioral, cognitive, and educational therapies.

All articles were accepted to ensure comprehensive ones, except for a small number that did not meet specified requirements. The criteria were considered essential for the research. The search for articles was performed using the Scopus database, which uses the following keywords: TITLE-ABS-KEY (autism AND early AND intervention) AND (LIMIT-TO (OA, "all")) AND (LIMIT-TO (PUBYEAR, 2021) OR LIMIT-TO (PUBYEAR, 2020) OR LIMIT-TO (PUBYEAR, 2019) OR LIMIT-TO (PUBYEAR, 2018) OR LIMIT-TO (PUBYEAR, 2017) OR LIMIT-TO (PUBYEAR, 2016) OR LIMIT-TO (PUBYEAR, 2015) OR LIMIT-TO (PUBYEAR, 2014) OR LIMIT-TO (PUBYEAR, 2013) OR LIMIT-TO (PUBYEAR, 2012) OR LIMIT-TO (PUBYEAR, 2011) AND (LIMIT-TO (PUBSTAGE, "final")).

Step 2. screening

We utilized Scopus, WoS, Ebsco, and Google Scholar to conduct a search across four databases, and the outcomes were obtained in the RIS format. Subsequently, the papers were exported to the Rayyan online application, which is a convenient and complimentary tool for efficiently reviewing abstracts and titles following the literature assessment process (Ouzzani et al., 2016). The combined results from the four databases yielded a total of 782 articles. Among these, 279 publications underwent a meticulous evaluation of their titles and abstracts by two independent reviewers

to determine if they met the inclusion criteria, after removing duplicates using the Rayyan web tool. Finally, 10 significant articles that focused on autism, education, and evidence-based early intervention were selected.

Step 3. included

We assessed the suitability of 79 complete publications to determine their eligibility. The primary reason for excluding research articles was their excessive focus on medical aspects. Eventually, a total of 10 articles were reviewed (Figure 1). These ten articles were selected for inclusion based on the predefined inclusion criteria.

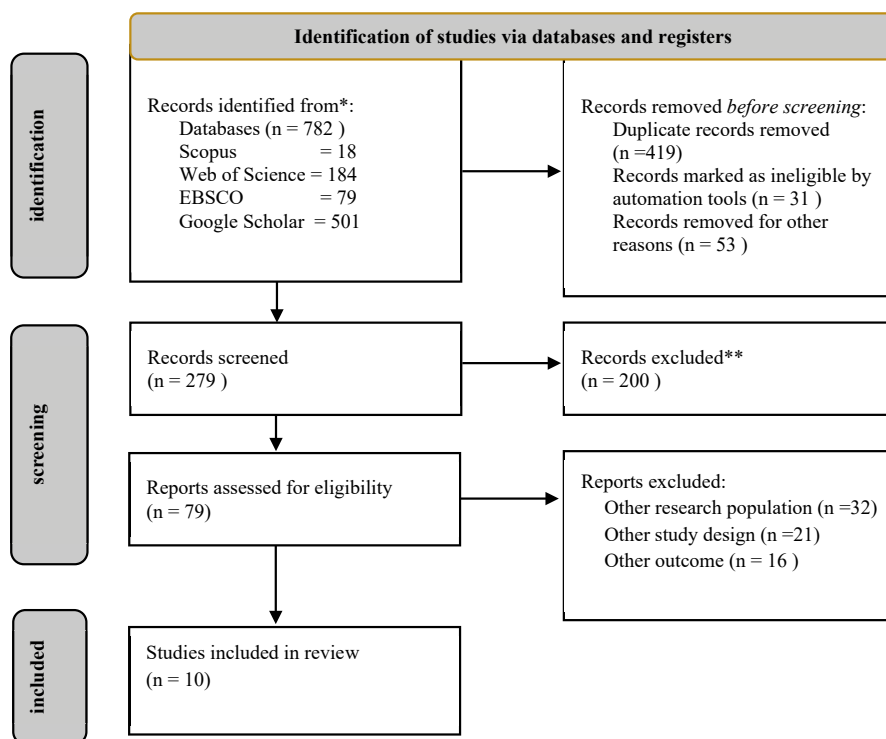


Figure 1. The systematic literature review process based on PRISMA

RESULTS OF RESEARCH

Between 2011 and 2021, a total of 782 articles were identified across four databases: Scopus (n=18), Web of Science (n=184), Google Scholar (n=501), and EBSCO (n=79). Our search used relevant keywords to identify best practices in interventions for children with autism. Duplicate articles were removed, resulting in a remaining

set of 279 unique articles. Next, we proceeded to review the titles and abstracts of these articles, excluding 200 articles that did not meet the inclusion criteria. Furthermore, 69 publications were omitted because they focused on different study populations and were irrelevant to our specific research focus. Ultimately, a selection of 10 articles was made based on the predefined inclusion and exclusion criteria.

After conducting a thorough analysis of the selected articles, three primary themes emerged. These themes will be extensively examined and analyzed in the discussion section of this paper. The first theme, referred to as Social-Communication, encompasses interventions and strategies aimed at enhancing the social and communicative abilities of children with autism. It explores various aspects such as improving social skills, facilitating effective communication, and fostering interaction with peers and caregivers. The second theme, known as Multidisciplinary, focuses on the collaborative and comprehensive nature of evidence-based early intervention programs. It highlights the importance of involving professionals from diverse disciplines, such as speech therapists, occupational therapists, psychologists, and educators, to address the multifaceted needs of autistic children.

The third theme, titled Parent and School Involvement, underscores the pivotal roles played by parents and educational institutions in the successful implementation of evidence-based early intervention. It delves into the significance of parental engagement, support, and empowerment, as well as the collaboration between parents and schools to create inclusive and supportive learning environments for children with autism. These three themes, derived from a meticulous analysis of the selected articles, will be thoroughly explored and discussed in the dedicated discussion section of this paper. To gain a comprehensive overview of these themes and their subtopics, please refer to Table 2. The detailed articles included in the systematic literature review can be seen in Table 3

Table 2. The number of articles themes related to evidence-based early intervention in autism taken from WoS, SCOPUS, Ebsco, and Google Scholar databases.

Articles themes	Number of articles
Social-Communication	3 Articles
Multidisciplinary	2 Articles
Parent And School Involvement	5 Articles
Total Number of articles	10 Articles

Table 3. Articles included in the systematic analysis of the literature review

No	Reseachers & Date	Country	Articles titles
1	Brian Barger, Catherine Rice, Rebecca Wolf, Andrew Roach (January 2018)	USA	Better together: Developmental screening and monitoring best identify children who need early intervention
2	Jessica R. Dykstra Steinbrenner, Linda R. Watson, Brian A. Boyd, Kaitlyn P. Wilson, Elizabeth R. Crais, Grace T. Baranek, Michelle Flippin, and Sally Flagler (2015)	USA	Developing Feasible and Effective School-Based Interventions for Children With ASD: A Case Study of the Iterative Development Process
3	Amanda Gulsrud, Themba Carr, Justin Williams, Jonathan Panganiban, Felica Jones, Jackie Kimbrough, Wendy Shih, and Connie Kasari (May 2019)	Los Angeles, California	Developmental Screening and Early Intervention in a Childcare Setting for Young Children At Risk for Autism and Other Developmental Delays: A Feasibility Trial
4	Tran Van Cong, Bahr Weiss, Khuc Nang Toan, Tran Thi Le Thu, Nguyen Thi Nha Trang, Nguyen Thi Kim Hoa, and Dao Thi Thu Thuy (2015)	Vietnam	Early identification and intervention services for children with autism in Vietnam
5	Miranda Stephens, Penny Allen, Kathryn Fordyce, Alice Minchin & Colleen Cheek (23 Mar 2016)	Australia	Early intervention for children with autism: An Australian rural hub and spokes model
6	Jane Lidstone, Mirko Uljarević, Hilary Kanaris, Julie Mullis, Laura Fasoli and Susan Leekam (February 03, 2014)	United Kingdom	Imitating the Child with Autism: A Strategy for Early Intervention?
7	Katherine E. Severini, MS, Jennifer R. Ledford, PhD, Erin E. Barton, PhD, and Kirsten C. Osborne, Med (2018)	Southeastern, United States	Implementing Stay-Play-Talk With Children Who Use AAC
8	Robert L. Koegel, Jessica L. Bradshaw, Kristen Ashbaugh, Lynn Kern Koegel (7 September 2013)	USA	Improving Question-Asking Initiations in Young Children with Autism Using Pivotal Response Treatment
9	Leonardo Favaa, Kristin Straussa (16 May 2014)	Italy	Response to Early Intensive Behavioral Intervention for autism—An umbrella approach to issues critical to treatment individualization
10	Amy L. Donaldson and Aubyn C. Stahmer (July 30, 2014)	State of Oregon, USA	Team Collaboration: The Use of Behavior Principles for Serving Students With ASD

the Voyant tool. The corpus shows a high frequency of the following words: “children” (660), “intervention” (656), “autism” (574), “child” (514), and “social” (402).

The Voyant toolkit uses the Trend tool, a data visualization method that shows the frequency of phrases throughout the paper corpus. The tool helped the researcher identify keyword trends related to teachers’ attitudes toward inclusion in all aspects. Figure 3. shows a trend graph indicating that nearly ten articles addressed interventions for children with autism, with varying degrees of emphasis on each topic.

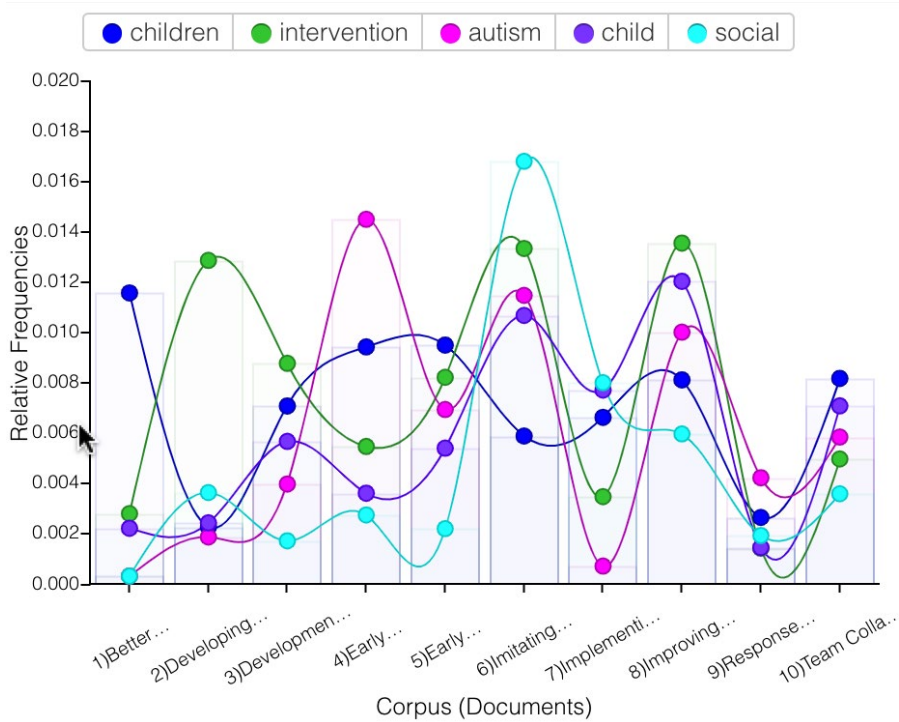


Figure 3. Trend graph of the corpus associated with the top five aspects

DISCUSSION

Social-communication

Through systematic enrichment of relevant articles, we identified similarities in research relating to monitoring early intervention and recognizing early childhood autism using similar methods to identify potential categories of affected children. Then, 2 of 3 articles on social communication focus on the importance of attentively observing the introductory and monitoring phases during early childhood before implementing any intervention. Deviation from the recommended screening and

assessment procedures, which involve psychology professionals prior to early intervention, can significantly impact the effectiveness of early intervention for autistic children, even when using a social communication approach like the applied behavior analysis (ABA) method in California. The result was no significant improvement compared to the whole process that went through the previous screening and assessment (Williams et al., 2021).

Studies on autistic children aged 8 months to 3 years have shown that early identification, screening, and monitoring of social communication development can improve the effectiveness of early intervention. This study used qualitative methods to assess the effectiveness of interventions aimed at improving social communication skills in autistic children and was conducted in America (Barger et al., 2018), and examined the natural conditions of the intervention process and its monitoring. Studies on autistic children often examine their social skills and recommend early intervention through naturalistic approaches and antecedent-based strategies, as supported by evidence-based studies (Leaf et al., 2021).

Institutions with authority to provide early intervention prioritize interventions to improve social communication in autistic children. However, interventions addressing four other aspects of autism are also recognized and implemented in practice. Nevertheless, specific exercises are used to improve social communication skills. Here, toys can be utilized as means to investigate language development and attention in children during play. Children can improve their functional language use in real-life situations through this intervention. Effective early interventions require technology that can support social communication (Zervogianni et al., 2020).

The result of the study showed that early intervention through games or play positively impacts children's social communication skills with their surroundings, including teachers, peers, and adults. The Advancing Social-Communication and Play (ASAP) method, implemented in schools using a modified curriculum that includes natural play, has improved children's social communication skills and attention during the intervention (Dykstra Steinbrenner et al., 2015). Natural play interventions enhance children's social communication skills during assessments. The JASPER intervention (Gulsrud et al., 2019) provides play and social communication in a practical setting.

The Stay Play Talk intervention was found to improve stay-and-play behavior, thereby promoting social interaction among individuals with autism and their peers (Severini et al., 2019). Pivotal Response Therapy has demonstrated efficacy in improving social initiation skills among children diagnosed with autism (Koegel et al., 2014). The intervention led to an increase in targeted questioning among three research participants. Pivotal Response Therapy has a notable effect on communication abilities. Imitative interventions in children did not result in a significant change in their social attention (Leekam, 2014). Research suggests that evidence-based early intervention is the optimal approach for autistic children, with social communication being a primary concern for parents, as opposed to behavior (Ghanadzade et al., 2018).

A MULTIDISCIPLINARY APPROACH TO CHILD'S BEHAVIOR

The early intervention process for children with autism requires a diversity of opinions, with the method of including various groups being one option that can lead to better early intervention. Because of problems in social communication and bad behavior in children, early intervention is required to improve and educate autistic children so that they have good behavior control. Children's self-development and early intervention procedures cannot be carried out by a single area alone but require collaboration in fields linked to these features of children with autism.

The article review shows that the important improvement in children's behavior resulted from the involvement of multiple parties in the early intervention process. Two articles discuss early intervention for autistic children's behavior. The first study suggests that caregivers who provide early intervention after screening and with intervention modules can significantly improve children's social behavior and communication. The intervention process involving caregivers, parents, and institutions in Vietnam can facilitate the positive development of children's behavior, despite the presence of maladaptive behaviors (Tran et al., 2015).

Another article shows that successful early intervention requires a multidisciplinary approach to guide the process effectively. A comprehensive research study conducted in Australia examined various interventions for autistic children and found that behavioral development increased more than social communication and other aspects. The observed differences in results are attributed exclusively to demographic variations resulting from the intervention process implemented in both urban and rural areas. However, the impact of this intervention is limited due to the involvement of a limited number of institutions in providing early intervention services (Stephens et al., 2016).

A collaborative multidisciplinary approach involving parents, educators, medical and psychological professionals is used to assess the relationship between the child and relevant individuals. Early intervention is then provided through collaborative methods, using the Prevent Teach Reinforce approach as a comprehensive strategy for children with autism. The study in France produced results regarding the efficacy of this approach on children's behavior and the effectiveness of the collaborative effort in providing early intervention for autistic children (Rivard et al., 2021).

Early intervention in children with autism is essential for their subsequent development. However, the effectiveness of such intervention can be influenced by the prompt identification of the child's condition by parents and effective collaboration between parents and professionals. Another article shows that SLPs and behavior analysts are essential members of school-based teams that fulfill to children with autism (Donaldson & Stahmer, 2014).

Collaboration can lead to better outcomes for children with autism who are served in schools by improving the developmental appropriateness of communication goals and instructions, addressing the functional use of these skills, increasing the use of evidence-based strategies, and improving challenging behaviors. Knowing

each professional's basic areas of knowledge, clinical abilities, and goals helps improve teamwork and, ultimately, child outcomes (Donaldson & Stahmer, 2014). The main determining factor is parental attention and professional access to early intervention services for children (Bejarano-Martín et al., 2020).

Collaborative program planning and integration can improve parent-professional relationships and lead to successful therapy adapted to the child's needs. This requires parent training and family support tailored to the parents' needs and involving parents in therapy provision. The goal is to transfer positive behavior results into community settings (Fava & Strauss, 2014). However, several things in the process of giving interventions are not effective enough if done in social conditions, so it is recommended to carry out interventions with their parents and in an individual program (Reichow & Barton, 2014).

PARENT AND SCHOOL INVOLVEMENT IN EARLY INTERVENTION

The first people with a significant role and obligation to their children are their parents. Parents dedicate more time to childcare activities. Parents can identify indicators of autism far before it is diagnosed, with a significant minority reporting a first alarm in the first year of life (Gulsrud et al., 2019b). They can identify whether the child is experiencing delays or not, and then they bring their children to a professional for a diagnosis. Collaborative program planning and integration may reinforce parent-professional relationships and improve therapy outcomes for children. This involves tailoring parent training and family support to meet individual needs and including parents in the intervention process to facilitate positive behavior outcomes in community settings (Fava & Strauss, 2014).

Parental participation is a crucial aspect of ongoing therapy for children, as they tend to interact more frequently with their parents at home and share a close emotional bond with them. This makes parental assistance an essential component following the implementation of other interventions. Active and regular participation of children and parents is positively associated with greater developmental progress (Ramey & Ramey, 1998). High-intensive programs that include parents in therapy are most effective for adaptive behavior change (Strauss et al., 2013). Similarly, active parent involvement and a child-oriented teaching style fostering self-initiation in sessions targeting play and social interaction led to more functional play, peer proximity, and social interaction overtures from the target child than a highly structured adult-directed teaching style in sessions where parents were excluded from active participation (Strauss et al., 2014).

Early intervention activities involving schools are crucial, particularly during the preschool and elementary school years. Teachers can conduct early identification and screening for symptoms of autism. Schools may implement specialized programs as a school-based intervention for children with autism. Early intervention services can enhance communication skills and behavior in low-income children. ASAP interventions implemented in school settings can enhance joint attention and symbolic

play skills, leading to improved social communication skills (Dykstra Steinbrenner et al., 2015).

A study has shown that school-based interventions can enhance social interaction among children with disabilities. SPT interventions have been found to enhance the social behaviors of preschool peers towards children with disabilities (Severini et al., 2019). School-based interventions may involve collaboration with professionals as a team. SLPs and behavior analysts serve as essential team members in schools that cater to children with ASD (Donaldson & Stahmer, 2014). Behavior analysts use ABA as a framework for assessment and intervention. A school-based intervention can assist low-income, low-resourced, and ethnically diverse populations in a metropolitan area's childcare system to provide early intervention services for their children without additional expenses. Early intervention is implemented concurrently in educational settings, such as schools or childcare centers, for preschool-aged children to prevent the need for supplementary services. The Blue School in Australia implements the following practices. Blue School provides early intervention and family support using a flexible hub and spokes model that accommodates families' needs and geographical limitations (Stephens et al., 2016).

Children attending Blue School were experiencing improvements in some of the assessed outcome measures. These outcomes were similar for children receiving autism-specific early intervention delivered in the Blue School regional hub and children receiving autism-specific early intervention at Blue School-supported satellite centers. Similar results were found in an urban low-income community preschool setting where teaching assistants were taught the JASPER intervention (Shire et al., 2017). Solutions and initiatives for developing a school-based intervention for children with autism spectrum disorder need to be implemented to support the activities of children with autism in the classroom. Parents will be optimistic about raising their children with school-based intervention.

CONCLUSION

Early intervention for autistic children significantly impacts educational practices and many development elements in social communication, behavior, language, and mobility. The objective of early intervention for children with autism is social concerns, focusing on the significance of parents and schools participating in evidence-based early intervention programs. This significant influence is related to intervention providers' misconceptions and practices, as determined by evidence-based studies, indicating a relationship between practices that are not in accordance with the basis of early intervention and the developmental effects in children.

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WCZESNA INTERWENCJA U DZIECI Z AUTYZMEM OPARTA NA DOWODACH. SYSTEMATYCZNY PRZEGLĄD LITERATURY.

ABSTRAKT: Zaburzenie ze spektrum autyzmu (ASD) jest szeroko badanym, złożonym zaburzeniem rozwojowym wpływającym na komunikację i zachowanie. Systematyczny przegląd literatury ma na celu zapewnienie wglądu w najnowsze trendy wczesnej interwencji u dzieci z autyzmem w latach 2011-2021 oraz zidentyfikowanie głównych tematów omawianych w literaturze. Do analizy przy użyciu metody przesiewowej PRISMA zostało wybranych dziesięć badań. Wyniki wykazały, że prace te koncentrowały się głównie na opartej na dowodach wczesnej interwencji w zakresie komunikacji społecznej, kontroli zachowania oraz roli rodziców i szkół w procesie terapeutycznym. Obecny przegląd oferuje znaczący dostęp do aktualnego stanu wiedzy z zakresu wczesnej interwencji w przypadkach autyzmu i określa potencjalne obszary przyszłych badań.

SŁOWA KLUCZOWE: zaburzenie ze spektrum autyzmu (ASD), Interwencja oparta na dowodach, komunikacja społeczna, kontrola zachowania, zaangażowanie rodziców/szkoły

Z BADAŃ

RESEARCH ARTICLES

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Propozycja narzędzia badawczego do pomiaru artefaktów kulturowych – kwestionariusz MCA

ABSTRAKT: W artykule przedstawiono propozycję narzędzia badawczego do pomiaru jednego z trzech poziomów kultury organizacyjnej – kwestionariusz do pomiaru artefaktów MCA (*measuring cultural artifacts*), z uwzględnieniem trzech kategorii ich występowania: artefakty fizyczne, artefakty językowe oraz artefakty behawioralne. Narzędzie ma postać pięciostopniowej skali ocen. Określenie kultura organizacyjna jest rozpatrywane w odniesieniu do jednej z subkultur w kulturze organizacyjnej szkoły, na poziomie zespołu – subkultury zespołów nauczycielskich. W artykule przedstawiono także wyniki badań dotyczące natężenia poszczególnych kategorii artefaktów w kulturze organizacyjnej zespołów nauczycielskich. Wskazano na konieczność ciągłego badania kultury organizacyjnej jako jednego z warunków sprawnego funkcjonowania organizacji, a także na lukę w repertuarze dostępnych narzędzi badawczych służących temu celowi.

SŁOWA KLUCZOWE: model kultury organizacyjnej, kultura organizacyjna zespołów nauczycielskich, artefakty fizyczne, artefakty językowe, artefakty behawioralne, kwestionariusz do pomiaru artefaktów kulturowych (MCA)

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WPROWADZENIE

Kultura organizacyjna to kategoria, która w ostatnich latach zyskuje na popularności tak w dyskusjach nad jakością funkcjonowania instytucji czy przedsiębiorstw różnego typu, jak i w badaniach podejmowanych na gruncie różnych dziedzin wiedzy. Współcześnie znamienym jest posługiwanie się językiem zarezerwowanym dotąd dla nauk o zarządzaniu w kontekście funkcjonowania placówek oświatowych, w tym szkół. Coraz częściej podejmowane są też próby poznania specyficznej dlań kultury organizacyjnej, której częścią składową są artefakty. O ile w literaturze odnaleźć można kwestionariusze do pomiaru dwóch jej poziomów, tj. norm (Zbiegień-Maciąg, 1999), wartości oraz założeń (Cameron i Quinn, 2003), o tyle nie sposób skorzystać z narzędzia do pomiaru artefaktów. Sytuacja ta stała się przyczynkiem do skonstruowania takiego narzędzia, które wykorzystano w badaniach nad kulturą organizacyjną zespołów nauczycielskich.

W niniejszym artykule określenie kultura organizacyjna jest rozpatrywane w odniesieniu do jednej z subkultur w kulturze organizacyjnej szkoły (Przyborowska, 2007), na poziomie zespołu (Tuothy, 2002) – subkultury zespołów nauczycielskich.

Artefakty jako najłatwiej dostępny element kultury to produkt działań człowieka – widzialny, namacalny i słyszalny, zakorzeniony w kulturowych normach, wartościach i założeniach (Gagliardi, 1990). Przedstawiając model kultury organizacyjnej jako trójkąt (Rysunek 1) zbudowany z trzech poziomów – od najbardziej do najmniej widocznych – artefakty stanowią jego czubek (Kostera et al., 2000). Pozostałe dwa to: normy i wartości oraz założenia (Schein, 1985).

Artefakty kulturowe nie są grupą jednorodną (Tabela 1). Przyjęta typologia zakłada ich podział na: artefakty fizyczne, artefakty językowe oraz artefakty behawioralne (Hatch, 2002). Wizerunek zewnętrzny placówki rozumiany jako budynek z charakterystycznym wystrojem (symbole narodowe, religijne, dekoracje itp.) i układem pomieszczeń (sale lekcyjne czy pracownie przedmiotowe, pokój nauczycielski, korytarze, szatnie, węzeł sanitarny), to przykłady artefaktów fizycznych.

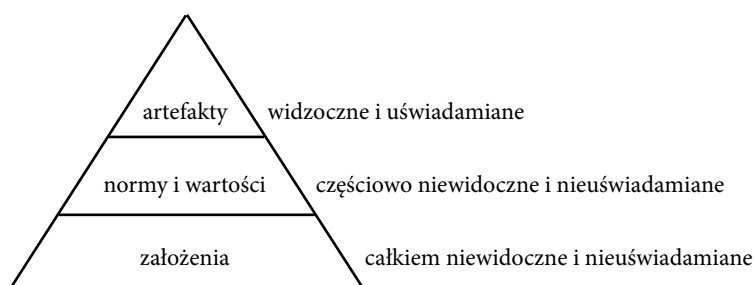
Tabela 1. Rodzaje artefaktów kulturowych

Artefakty		
Fizyczne	Językowe	behawioralne
układ przestrzenny sztuka budynki wystrój technologia wygląd	mity i legendy język dowcipy bohaterowie anegdoty wyjaśnienia	kary i nagrody ceremonie rytuały wzorce komunikacji tradycje

Źródło: opracowanie własne na podstawie M. J. Hatch (2002)

Artefakty językowe wiążą się z unikalnym dla każdej szkoły, dla każdego zespołu nauczycielskiego systemem porozumiewania się. To charakterystyczny język, sposób opisu i wyjaśniania rzeczywistości, bohaterowie codziennych rozmów czy poważnych dyskusji, np. uczniowie, rodzice, dyrekcja czy inni pracownicy sektora oświaty, a także anegdoty, mity czy dowcipy, rozumiane przez tę grupę osób. Artefaktem jest też organizacyjne tabu, czyli tematy, których członkowie unikają w rozmowach czy nawet zachowania, których z różnych przyczyn nie podejmują.

Artefakty behawioralne poznamy np. po wzorcach komunikacji obowiązujących w gronie nauczycielskim do porozumiewania się nauczycieli między sobą, a także tych stosowanych w kontaktach z dyrekcją, uczniami czy ich rodzicami. To także podtrzymywane tradycje czy obchodzone uroczystości, jak i obowiązujący w szkołach system dyscyplinowania uczniów.



Rysunek 1. Poziomy kultury organizacyjnej (Koźmiński i Piotrowski, 2007)

KONSTRUKCJA NARZĘDZIA

Proponowane narzędzie ma postać kwestionariusza pięciostopniowej skali ocen. Jak już wspomniano został on skonstruowany celem dokonania pomiaru jednego z trzech poziomów kultury organizacyjnej. Przedmiot oceny stanowiły artefakty, z uwzględnieniem trzech kategorii ich występowania: artefakty fizyczne, artefakty językowe, artefakty behawioralne (Hatch, 2002).

Poszczególne kategorie artefaktów zdefiniowano poprzez:

- a) sztukę, budynki, wystrój, układ przestrzenny, wygląd, technologię w przypadku artefaktów fizycznych;
- b) język, mity, legendy, anegdoty i dowcipy, wyjaśnienia, bohaterów w grupie artefaktów językowych;
- c) ceremonie, rytuały, wzorce komunikacji, tradycje i obyczaje, nagrody i kary w kategorii artefaktów behawioralnych (Hatch, 2002).

W kwestionariuszu zastosowano następujące kryteria oceny: „zdecydowanie tak”, „raczej tak”, „trudno powiedzieć”, „raczej nie”, „zdecydowanie nie”, które stanowiły poszczególne stopnie skali: 5, 4, 3, 2, 1. Zadaniem osoby wypełniającej kwestionariusz był wybór jednego z nich, by w efekcie badania określić natężenie przejawów poszczególnych kategorii artefaktów w kulturze organizacyjnej zespołów nauczycielskich.

Do narzędzia dołączono metryczkę, w której respondent określa (w zależności od potrzeb badania): typ ustrojowy szkoły, lokalizację szkoły, szczebel edukacji, wiek, płeć, stopień awansu zawodowego oraz staż pracy.

KLUCZ DO OBLICZANIA WYNIKÓW

Kwestionariusz składa się z 31 twierdzeń, odnoszących się do poszczególnych kategorii artefaktów. Pozycje od 1 do 10 dotyczą artefaktów fizycznych, od 11 do 18 – artefaktów językowych, od 19 do 31 – artefaktów behawioralnych (Tabela 2).

Tabela 2. Kwestionariusz do pomiaru artefaktów MCA (wersja ostateczna)

1	Każdy nauczyciel ma swoje miejsce w pokoju nauczycielskim oraz własną szafkę.	5	4	3	2	1
2	Zagospodarowanie przestrzeni w pokoju nauczycielskim sprzyja interakcjom między pracownikami.	5	4	3	2	1
3	W szkole eksponowane są osiągnięcia uczniów w postaci dyplomów, pucharów, wystaw prac.	5	4	3	2	1
4	Klasy przyporządkowane poszczególnym nauczycielom odzwierciedlają specyfikę prowadzonych przez nich przedmiotów.	5	4	3	2	1
5	Szkoła zapewnia pracownikom pedagogicznym dostęp do nowoczesnych technologii (tablice multimedialne, sprzęt audio, komputery itp.).	5	4	3	2	1
6	Szkoła ma własną stronę internetową, na której można znaleźć informacje o poszczególnych nauczycielach (nauczany przedmiot, dyżury dla uczniów i rodziców itp.).	5	4	3	2	1
7	W szkole istnieją jasno określone wzory dokumentów dotyczące spraw bieżących (np. informacja dla rodziców o ocenach ucznia, karta nadgodzin itp.) oraz incydentalnych (np. związanych z naruszeniem regulaminu przez ucznia).	5	4	3	2	1
8	Nauczyciele prowadzą własne gabloty tematyczne, tablice informacyjne itp.	5	4	3	2	1
9	Nauczyciele współredagują prasę szkolną lub stronę internetową szkoły.	5	4	3	2	1

Propozycja narzędzia badawczego do pomiaru artefaktów kulturowych – kwestionariusz MCA

10	Nauczyciele prowadzą dokumentację szkolną według ogólnie ustalonego wzoru.	5	4	3	2	1
11	Nauczyciele zwracają się do siebie po imieniu, zgodnie z ogólnie przyjętą zasadą.	5	4	3	2	1
12	W pokoju nauczycielskim można usłyszeć anegdoty, legendy dotyczące różnych wydarzeń z życia szkoły czy osób z przeszłości zaangażowanych w jej działalność.	5	4	3	2	1
13	W szkole istnieje jasno określony system wymiany informacji między pracownikami (tablica informacyjna, księga zarządzeń, poczta elektroniczna itp.).	5	4	3	2	1
14	Nauczyciele w rozmowach ze sobą posługują się partnerskim stylem komunikowania się.	5	4	3	2	1
15	Rozmowy nauczycieli z Dyrekcją charakteryzuje partnerski styl komunikowania się.	5	4	3	2	1
16	Nauczyciele wymieniają się informacjami na temat swoich sukcesów i porażek dydaktycznych i wychowawczych.	5	4	3	2	1
17	Nauczyciele zazwyczaj żartują na ten sam temat.	5	4	3	2	1
18	Nauczyciele w codziennych kontaktach rozmawiają o bieżących sprawach z życia szkoły.	5	4	3	2	1
19	Rada pedagogiczna wspólnie odchodzi Święto Edukacji Narodowej.	5	4	3	2	1
20	Praca nauczycieli poddawana jest regularnej ocenie, czego wyrazem są różne odznaczenia i nagrody wręczane podczas uroczystości np. Święta Edukacji Narodowej, zakończenia roku szkolnego itp.	5	4	3	2	1
21	W szkole tradycją jest wspólne obchodzenie świąt (np. wigilia pracowników, imienin, awansów, przejścia na emeryturę itp.).	5	4	3	2	1
22	Rada pedagogiczna wspólnie spożywa posiłki.	5	4	3	2	1
23	W szkole istnieją jasne reguły dotyczące porządku spotkań nauczycieli z rodzicami uczniów podczas „drzwi otwartych”.	5	4	3	2	1
24	W szkole organizowane są cykliczne imprezy szkolne dla uczniów, wymagające zaangażowanie i współpracy nauczycieli danego bloku przedmiotowego.	5	4	3	2	1
25	Każdy nauczyciel jest zaangażowany w realizację harmonogramu pracy szkoły na dany rok szkolny np. organizowanie obozu integracyjnego, przygotowanie dekoracji itp.	5	4	3	2	1
26	Nauczyciele spotykają się poza miejscem pracy w ramach integracji.	5	4	3	2	1
27	W szkole istnieje ustalony tradycją system przyjmowania nowych nauczycieli do rady pedagogicznej.	5	4	3	2	1
28	Nauczyciele współpracują ze sobą w ramach działalności zespołów: przedmiotowych, wychowawczych, do spraw pomocy psychologiczno – pedagogicznej itp.	5	4	3	2	1
29	W przypadku nieprzewidzianych sytuacji problemowych w szkole zwoływane są nadzwyczajne posiedzenia rady pedagogicznej.	5	4	3	2	1
30	Nauczyciele wspólnie świętują rozpoczęcie i/lub zakończenie roku szkolnego.	5	4	3	2	1
31	Nauczyciele w ciągu roku szkolnego uczestniczą w różnych formach szkoleń z inicjatywy Dyrekcji/własnej.	5	4	3	2	1

Źródło: opracowanie własne

Metryczka

Typ ustrojowy szkoły	<input type="checkbox"/> Publiczny
	<input type="checkbox"/> Niepubliczny
Lokalizacja szkoły	<input type="checkbox"/> Wieś
	<input type="checkbox"/> Miasto
Szczebel edukacji	<input type="checkbox"/> Szkoła podstawowa
	<input type="checkbox"/> Szkoła ponadpodstawowa
Wiek	<input type="checkbox"/> Poniżej 25 lat
	<input type="checkbox"/> 25 – 30 lat
	<input type="checkbox"/> 31 – 35 lat
	<input type="checkbox"/> 36 – 40 lat
	<input type="checkbox"/> 41 – 45 lat
	<input type="checkbox"/> 46 – 50 lat
	<input type="checkbox"/> Powyżej 50 lat
Płeć	<input type="checkbox"/> Kobieta
	<input type="checkbox"/> Mężczyzna
Stopień awansu zawodowego	<input type="checkbox"/> Brak
	<input type="checkbox"/> Stażysta
	<input type="checkbox"/> Nauczyciel kontraktowy
	<input type="checkbox"/> Nauczyciel mianowany
	<input type="checkbox"/> Nauczyciel dyplomowany
Staż pracy	<input type="checkbox"/> Poniżej 5 lat
	<input type="checkbox"/> 5 – 10 lat
	<input type="checkbox"/> 11-15 lat
	<input type="checkbox"/> 16-20 lat
	<input type="checkbox"/> Powyżej 20 lat

Źródło: opracowanie własne

ADMINISTRACJA NARZĘDZIA

Natężenie poszczególnych kategorii artefaktów badano kierując do respondentów stwierdzenia, które dotyczyły obecności w kulturze organizacyjnej zespołu nauczycielskiego podstawowych elementów tworzących te kategorie. Badania przeprowadzono podczas rad pedagogicznych. W badaniu pilotażowym wzięło udział 35 nauczycieli (N=35), w badaniach właściwych 441 nauczycieli (N=441) z województwa kujawsko – pomorskiego. Badaniami objęto 301 nauczycieli (68,3%) ze szkół publicznych oraz 140 nauczycieli (31,7%) ze szkół niepublicznych (Tabela 3).

Tabela 3. Charakterystyka badanych nauczycieli ze względu na typ ustrojowy szkoły

Typ ustrojowy szkoły	N	%
Publiczna	301	68,3
Niepubliczna	140	31,7
Ogółem	441	100

Źródło: badania własne

W badaniach wzięło udział: 161 nauczycieli ze szkół podstawowych, 76 nauczycieli z gimnazjów, 81 nauczycieli ze szkół ponadgimnazjalnych oraz 123 zatrudnionych w zespołach szkół (Tabela 4). Projekt badawczy był realizowany w okresie poprzedzającym proces likwidacji gimnazjów w Polsce, zapoczątkowany w 2017 roku, stąd też w prezentowanych wynikach znajdują się dane dotyczące gimnazjów i szkół ponadgimnazjalnych, które były (i nadal są) dowodem istnienia specyficznej dla subkultury zespołów nauczycielskich kultury organizacyjnej.

Tabela 4. Charakterystyka badanych nauczycieli ze względu na szczebel edukacji

Szczeble edukacji	N	%
Szkoła podstawowa	161	36,5
Gimnazjum	76	17,2
Szkoła ponadgimnazjalna	81	18,4
Zespół szkół	123	27,9
Ogółem	441	100

Źródło: badania własne

Nauczyciele ze szkół miejskich stanowili 71% badanej populacji, tj. 313 osób, zaś wiejskich 29%, tj. 128 osób (Tabela 5).

Tabela 5. Charakterystyka badanych nauczycieli ze względu na lokalizację szkoły

Lokalizacja szkoły	N	%
Wieś	128	29
Miasto	313	71
Ogółem	441	100

Źródło: badania własne

W badaniach uczestniczyło 217 nauczycieli dyplomowanych (49,2%), 100 nauczycieli mianowanych (22,7%), 85 nauczycieli kontraktowych (19,3%), 13 stażystów (2,9%). 10 nauczycieli (2,3%) w momencie wypełniania ankiety nie odbywało stażu. 16 nauczycieli (3,6%) nie ujawniło swojego stopnia awansu zawodowego (Tabela 6).

Tabela 6. Charakterystyka badanych nauczycieli ze względu na stopień awansu zawodowego

Stopień awansu zawodowego	N	%
Dyplomowany	217	49,2
Mianowany	100	22,7
Kontraktowy	85	19,3
Stażysta	13	2,9
Bez stażu	10	2,3
Brak danych	16	3,6
Ogółem	441	100

Źródło: badania własne

W okresie przeprowadzania badań 146 nauczycieli (33,11%) legitymowało się ponad dwudziestoletnim stażem pracy. 63 osoby (14,29%) pracowały w szkole ponad piętnaście lat. 80 osób (18,14%) zadeklarowało staż pracy dłuższy niż dziesięć lat, a 80 osób (19,95%) powyżej pięciu lat. 49 badanych na dzień wypełniania ankiety posiadało mniej niż pięcioletni staż pracy (Tabela 7).

Tabela 7. Charakterystyka badanych nauczycieli ze względu na staż pracy

Staż pracy	N	%
Poniżej 5 lat	49	11,11
5 – 10 lat	88	19,95
11 – 15 lat	80	18,14
16 – 20 lat	63	14,29
Powyżej 20 lat	146	33,11
Brak danych	15	3,40
Ogółem	441	100

Źródło: badania własne

W badaniach wzięło udział 355 kobiet, co stanowiło 80% grupy badawczej oraz 64 mężczyzn, stanowiących 15% badanej populacji. 22 osoby (5%) nie ujawniły swojej płci (Tabela 8).

Tabela 8. Charakterystyka badanych nauczycieli ze względu na płeć

Płeć	N	%
Kobieta	355	80
Mężczyzna	64	15
Brak danych	22	5
Ogółem	441	100

Źródło: badania własne

RZETELNOŚĆ NARZĘDZIA

W celu zweryfikowania rzetelności proponowanego narzędzia badawczego posłużono się metodą analizy Alfa Cronbacha, za pomocą której określono spójność pozycji wchodzących w skład skali. Kwestionariusz pierwotnie składał się z 49 stwierdzeń, ostatecznie zachowano 31 z nich. Informacje o rzetelności testu przedstawiono w tabeli 9 i tabeli 10. Analizowany test charakteryzował się satysfakcjonującym poziomem zgodności wewnętrznej wyrażonej za pomocą współczynnika Alfa Cronbacha.

Tabela 9. Statystyki poszczególnych pozycji kwestionariusza do pomiaru artefaktów – początkowa wersja narzędzia

Nr pytania	Średnia skali po usunięciu pozycji	Wariancja skali po usunięciu pozycji	Korelacja pozycji ogółem	Alfa Cronbacha po usunięciu pozycji
p2_1	175,45	253,112	,112	,8223
p2_2	174,55	248,425	,256	,8176
p2_3	176,04	250,428	,190	,8197
p2_4	174,94	248,193	,306	,8162
p2_5	174,03	251,537	,263	,8175
p2_6	174,36	249,205	,309	,8163
p2_7	174,37	248,976	,308	,8163
p2_8	175,14	251,837	,134	,8220
p2_9	174,02	249,300	,326	,8160
p2_10	173,94	251,118	,322	,8165
p2_11	174,81	247,537	,275	,8171
p2_12	174,43	248,135	,381	,8149
p2_13	174,49	247,791	,347	,8153
p2_14	173,95	252,038	,310	,8169
p2_15	176,23	249,673	,208	,8192
p2_16	175,52	245,533	,283	,8170

Alfa=0,8271

Nr pytania	Średnia skali po usunięciu pozycji	Wariancja skali po usunięciu pozycji	Korelacja pozycji ogółem	Alfa Cronbacha po usunięciu pozycji
p2_17	174,37	250,566	,266	,8173
p2_18	174,51	248,574	,352	,8154
p2_19	175,37	249,369	,249	,8178
p2_20	175,16	248,151	,314	,8160
p2_21	175,55	249,036	,248	,8178
p2_22	176,35	261,514	,100	,8271
p2_23	175,85	255,654	,062	,8231
p2_24	174,25	247,632	,412	,8143
p2_25	175,32	247,971	,299	,8164
p2_26	174,40	250,100	,355	,8158
p2_27	175,16	246,065	,340	,8152
p2_28	175,11	253,237	,137	,8208
p2_29	175,59	254,556	,100	,8218
p2_30	174,56	250,561	,339	,8162
p2_31	175,19	248,593	,341	,8156
p2_32	174,43	250,942	,332	,8163
p2_33	174,13	249,822	,325	,8161
p2_34	174,35	247,960	,336	,8156
p2_35	174,17	247,910	,365	,8150
p2_36	175,75	244,257	,321	,8157
p2_37	174,77	252,692	,174	,8196
p2_38	174,12	249,825	,382	,8154
p2_39	174,30	247,686	,389	,8146
p2_40	174,29	249,292	,329	,8159
p2_41	175,04	244,332	,414	,8133
p2_42	175,79	245,783	,353	,8148
p2_43	175,94	247,921	,178	,8218
p2_44	175,80	246,228	,303	,8163
p2_45	175,05	254,927	,080	,8227
p2_46	174,02	251,628	,356	,8164
p2_47	174,23	249,257	,344	,8157
p2_48	174,43	246,756	,339	,8153
p2_49	174,09	250,472	,351	,8160

Źródło: badanie własne

Tabela 10. Statystyki poszczególnych pozycji kwestionariusza do pomiaru artefaktów – wersja ostateczna

Nr pytania	Średnia skali po usunięciu pozycji	Wariancja skali po usunięciu pozycji	Korelacja pozycji ogółem	Alfa Cronbacha po usunięciu pozycji
p2_2	120,69	141,281	,262	,8565
p2_4	121,08	140,316	,345	,8533
p2_5	120,16	143,324	,292	,8544
p2_6	120,49	141,832	,321	,8538
p2_7	120,50	140,109	,395	,8518
p2_9	120,16	141,578	,360	,8527
p2_10	120,07	141,776	,433	,8513
p2_12	120,55	140,633	,416	,8513
p2_13	120,62	139,969	,397	,8517
p2_14	120,08	142,670	,416	,8519
p2_17	120,51	143,151	,266	,8553
p2_18	120,66	142,269	,321	,8537
p2_24	120,38	140,081	,457	,8503
p2_26	120,54	141,875	,416	,8516
p2_27	121,29	138,146	,402	,8517
p2_30	120,71	142,090	,394	,8521
p2_31	121,34	143,033	,273	,8551
p2_32	120,58	143,588	,321	,8537
p2_33	120,26	141,044	,403	,8517
p2_34	120,48	138,532	,456	,8500
p2_35	120,31	140,310	,404	,8515
p2_36	121,88	136,912	,359	,8541
p2_38	120,24	142,685	,382	,8524
p2_39	120,43	140,153	,430	,8509
p2_40	120,42	140,099	,429	,8509
p2_41	121,18	138,530	,413	,8512
p2_42	121,93	139,771	,344	,8535
p2_46	120,17	142,169	,477	,8509
p2_47	120,36	141,714	,369	,8525
p2_48	120,58	139,232	,376	,8524
p2_49	120,22	141,415	,453	,8508

Alfa=0,857

Źródło: badania własne

OCENA I INTERPRETACJA WYNIKÓW

Wskaźnikiem natężenia przejawów poszczególnych kategorii artefaktów w kulturze organizacyjnej zespołów nauczycielskich były wartości średniej arytmetycznej dla danej kategorii (najwyższy wynik spośród trzech uzyskanych średnich wskazywał kategorię dominującą).

Wyniki badań dotyczące artefaktów w kulturze organizacyjnej zespołów nauczycielskich

Przeprowadzone badania z wykorzystaniem kwestionariusza MCA pozwoliły odpowiedzieć na następujące problemy badawcze:

- (1) Która z kategorii artefaktów (fizyczne, behawioralne, językowe) dominuje w kulturze organizacyjnej zespołów nauczycielskich w wylosowanych szkołach?
- (2) Która z kategorii artefaktów (fizyczne, behawioralne, językowe) dominuje w kulturze organizacyjnej zespołów nauczycielskich w szkołach publicznych i niepublicznych?
- (3) Która z kategorii artefaktów (fizyczne, behawioralne, językowe) dominuje w kulturze organizacyjnej zespołów nauczycielskich w szkołach na wsi i w mieście?
- (4) Która z kategorii artefaktów (fizyczne, behawioralne, językowe) dominuje w kulturze organizacyjnej zespołów nauczycielskich w szkołach podstawowych, gimnazjalnych, ponadgimnazjalnych i zespołach szkół?
- (5) Czy istnieje istotna różnica między natężeniem poszczególnych kategorii artefaktów w szkołach publicznych i niepublicznych?
- (6) Czy istnieje istotna różnica między natężeniem poszczególnych kategorii artefaktów w szkołach na wsi i w mieście?
- (7) Czy istnieje istotna różnica między natężeniem poszczególnych kategorii artefaktów w szkołach podstawowych, gimnazjalnych, ponadgimnazjalnych oraz zespołach szkół?

Poniżej przedstawiono główne wnioski z badań.

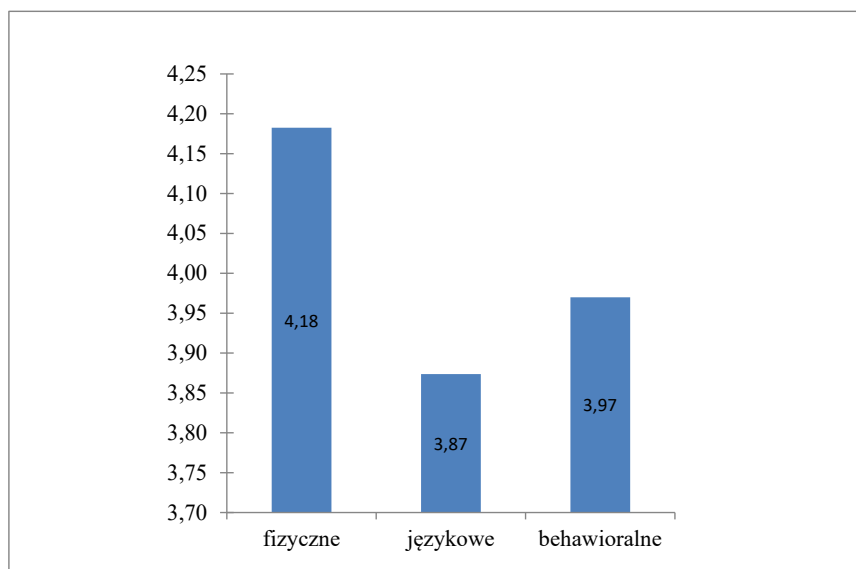
- 1) W kulturze organizacyjnej zespołów nauczycielskich w wylosowanych szkołach dominują artefakty fizyczne ($\bar{X} = 4,18$). Niewiele niższy wynik otrzymały artefakty behawioralne ($\bar{X} = 3,97$). Najmniej akcentowane są artefakty językowe ($\bar{X} = 3,87$) (Tabela 11, Wykres 1).

Tabela 11. Średnie arytmetyczne dla poszczególnych kategorii artefaktów w kulturze organizacyjnej zespołów nauczycielskich w szkołach publicznych i niepublicznych

Szkoła	Artefakty		
	Fizyczne	Językowe	Behawioralne
Publiczna	4,27	3,83	4,01
Niepubliczna	4,00	3,96	3,89
Suma końcowa	4,18	3,87	3,97

Źródło: badania własne

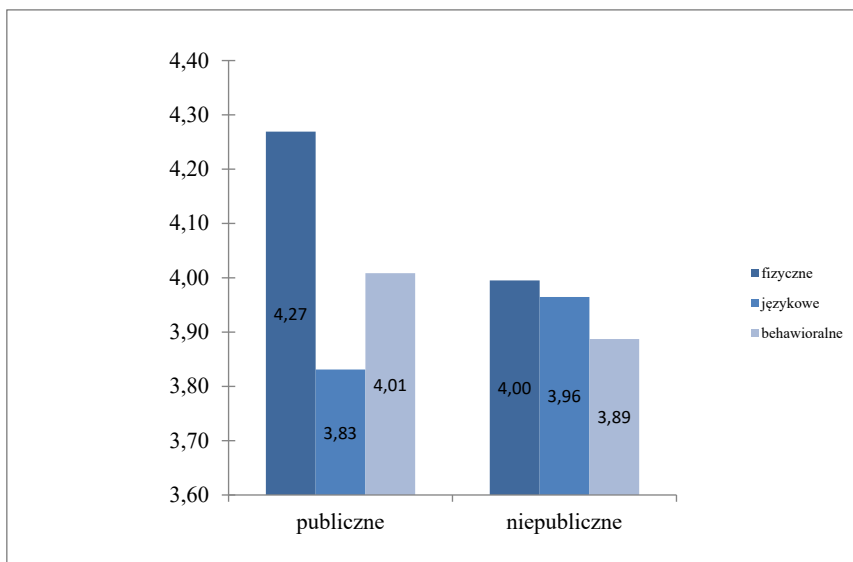
Wykres 1. Natężenie artefaktów w kulturze organizacyjnej zespołów nauczycielskich w wylosowanych szkołach



Źródło: badanie własne

- 2) W kulturze organizacyjnej zespołów nauczycielskich zarówno w szkołach publicznych, jak i niepublicznych dominują artefakty fizyczne, których natężenie jest wyższe w szkołach publicznych ($\bar{X}=4,27$) niż niepublicznych ($\bar{X}=4,00$). Na drugim miejscu w szkołach publicznych plasują się artefakty behawioralne ($\bar{X}=4,01$), zaś w szkołach niepublicznych artefakty językowe ($\bar{X}=3,96$). Najniższy wynik w szkołach publicznych stwierdzono w przypadku artefaktów językowych ($\bar{X}=3,83$), a w szkołach niepublicznych – behawioralnych ($\bar{X}=3,89$) (Tabela 11, Wykres 2).

Wykres 2. Natężenie artefaktów w kulturze organizacyjnej zespołów nauczycielskich w szkołach publicznych i niepublicznych



Źródło: badanie własne

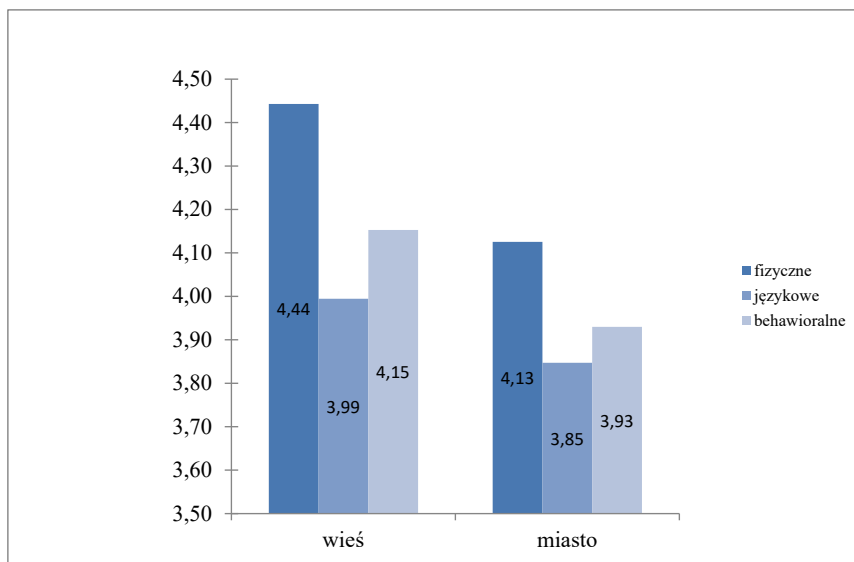
- 3) Dominującą kategorią artefaktów w kulturze organizacyjnej zespołów nauczycielskich w szkołach na wsi i w mieście są artefakty fizyczne, których natężenie jest wyższe w szkołach wiejskich ($\bar{X}=4,44$) w porównaniu z miejskimi ($\bar{X}=4,13$). Artefakty behawioralne są niewiele bardziej akcentowane w szkołach na wsi ($\bar{X}=4,15$) niż w mieście ($\bar{X}=3,93$). Najmniejsze natężenie zarówno w szkołach na wsi, jak i w mieście dotyczy artefaktów językowych, które jest nieco wyższe w szkołach na wsi ($\bar{X}=3,99$) niż w mieście ($\bar{X}=3,85$) (Tabela 12, Wykres 3).

Tabela 12. Średnie arytmetyczne dla poszczególnych kategorii artefaktów w kulturze organizacyjnej zespołów nauczycielskich w szkołach na wsi i w mieście

Szkoła	Wykres	Artefakty		
		fizyczne	językowe	behawioralne
Wieś	4.83	4.44	3.99	4.15
Miasto	4.83	4.13	3.85	3.93

Źródło: badania własne

Wykres 3. Natężenie artefaktów w kulturze organizacyjnej zespołów nauczycielskich w szkołach na wsi i w mieście



Źródło: badanie własne

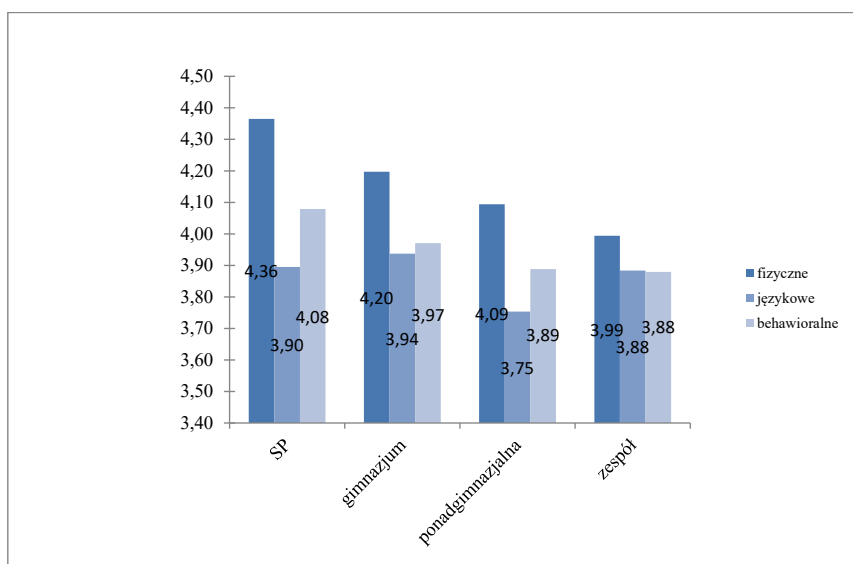
- 4) W kulturze organizacyjnej zespołów nauczycielskich w szkołach każdego szczebla dominują artefakty fizyczne, z najwyższym wynikiem w szkołach podstawowych ($\bar{X}=4,36$), kolejnie w gimnazjalnych ($\bar{X}=4,20$), ponadgimnazjalnych ($\bar{X}=4,09$) i zespołach szkół ($\bar{X}=3,99$). Na drugim miejscu we wszystkich szkołach uplasowały się artefakty behawioralne (szkoły podstawowe: $\bar{X}=4,08$; gimnazja: $\bar{X}=3,97$; szkoły ponadgimnazjalne: $\bar{X}=3,89$; zespoły szkół: $\bar{X}=3,88$), a na trzecim – językowe (gimnazja: $\bar{X}=3,94$; szkoły podstawowe: $\bar{X}=3,90$; szkoły ponadgimnazjalne: $\bar{X}=3,75$), które w przypadku szkół stanowiących zespoły uzyskały taki sam wynik jak artefakty behawioralne ($\bar{X}=3,88$) (Tabela 13, Wykres 4).

Tabela 13. Średnie arytmetyczne dla poszczególnych kategorii artefaktów w kulturze organizacyjnej zespołów nauczycielskich w szkołach różnego szczebla

Szkoła	Wykres	Artefakty		
		fizyczne	językowe	behawioralne
Szkoła podstawowa	4,84	4,36	3,90	4,08
Gimnazjum	4,84	4,20	3,94	3,97
Szkoła ponadgimnazjalna	4,84	4,09	3,75	3,89
Zespół szkół	4,84	3,99	3,88	3,88

Źródło: badania własne

Wykres 4. Natężenie artefaktów w kulturze organizacyjnej zespołów nauczycielskich w szkołach różnego szczebla



Źródło: badania własne

- 5) W szkołach publicznych istotnie różnie jest nasilenie wszystkich kategorii artefaktów niż w szkołach niepublicznych: fizycznych (przeciętnie 4,27 z odchyleniem $\pm 0,46$ w stosunku do 4,00 z odchyleniem $\pm 0,47$), językowych (średnio 3,83 z odchyleniem $\pm 0,51$ w stosunku do szkół niepublicznych: 3,96 z odchyleniem $\pm 0,46$), jak i behawioralnych (w szkołach publicznych przeciętnie 4,01 z odchyleniem $\pm 0,55$, w stosunku do szkół niepublicznych: 3,89 z odchyleniem $\pm 0,45$). Wyniki przedstawiono w tabeli 14.

Tabela 14. Natężenie artefaktów w kulturze organizacyjnej zespołów nauczycielskich w szkołach publicznych i niepublicznych

Artefakty	Typ ustrojowy	N	Średnia	Odchylenie standardowe	t	p
Fizyczne	publiczna	301	4,27	0,46	5,757	<0,001
	niepubliczna	139	4,00	0,47		
Językowe	publiczna	300	3,83	0,51	-2,649	0,008
	niepubliczna	140	3,96	0,46		
Behawioralne	publiczna	300	4,01	0,55	2,275	0,023
	niepubliczna	140	3,89	0,45		

Źródło: badania własne

- 6) *Natężenie artefaktów jest istotnie różne: silniejsze na wsi (fizycznych: średnio 4,33 z odchyleniem $\pm 0,44$, językowych: 3,97 z odchyleniem $\pm 0,46$ oraz behawioralnych: 4,18 z odchyleniem $\pm 0,44$) niż w mieście (fizyczne przeciętnie 4,12 z odchyleniem $\pm 0,48$, językowe: 3,84 z odchyleniem $\pm 0,46$, behawioralne 3,89 z odchyleniem $\pm 0,53$). Wyniki zawarto w tabeli 15.*

Tabela 15. Natężenie artefaktów w kulturze organizacyjnej zespołów nauczycielskich w szkołach na wsi i w mieście

Artefakty	miejsce	N	Średnia	Odchylenie standardowe	t	p
Fizyczne	wieś	128	4,33	0,44	4,055	<0,001
	miasto	312	4,12	0,48		
Językowe	wieś	128	3,97	0,46	2,500	0,013
	miasto	312	3,84	0,51		
Behawioralne	wieś	128	4,18	0,44	5,472	<0,001
	miasto	312	3,89	0,53		

Źródło: badania własne

- 7) *Natężenie artefaktów fizycznych w szkołach podstawowych (średnio 4,36 z odchyleniem $\pm 0,44$) istotnie różni się od natężenia w gimnazjach (przeciętnie 4,2 z odchyleniem $\pm 0,45$), a to z kolei różni się od natężenia artefaktów fizycznych w zespołach szkół (średnio 3,99 z odchyleniem $\pm 0,48$). Artefakty językowe istotnie bardziej są nasilone w gimnazjach (3,94 z odchyleniem $\pm 0,43$) niż w szkołach ponadgimnazjalnych (średnio 3,75 z odchyleniem $\pm 0,47$). Natomiast artefakty behawioralne najsilniej widoczne są w szkołach podstawowych (przeciętnie 4,08 z odchyleniem $\pm 0,51$), istotnie słabiej zaś w szkołach ponadgimnazjalnych (średnio 3,89 z odchyleniem $\pm 0,43$) i zespołach szkół (średnio 3,89 z odchyleniem $\pm 0,5$). Wyniki zaprezentowano w tabeli 16.*

Tabela 16. Natężenie artefaktów w kulturze organizacyjnej zespołów nauczycielskich w szkołach podstawowych, gimnazjalnych, ponadgimnazjalnych i zespołach szkół

Artefakty	Szczebel edukacji	N	Średnia	Odchylenie standardowe	F	p
Fizyczne	podstawowa	160	4,36 ^c	0,44	16,488	<0,001
	gimnazjum	76	4,20 ^b	0,45		
	ponadgimnazjalna	81	4,09 ^{ab}	0,46		
	zespół	123	3,99 ^a	0,48		
	Ogółem	440	4,18	0,48		
Językowe	podstawowa	161	3,90 ^{ab}	0,51	2,114	0,098
	gimnazjum	76	3,94 ^b	0,43		
	ponadgimnazjalna	80	3,75 ^a	0,47		
	zespół	123	3,88 ^{ab}	0,52		
	Ogółem	440	3,87	0,50		
Behawioralne	podstawowa	161	4,08 ^b	0,59	4,299	0,005
	gimnazjum	76	3,97 ^{ab}	0,46		
	ponadgimnazjalna	80	3,89 ^a	0,43		
	zespół	123	3,88 ^a	0,50		
	Ogółem	440	3,97	0,52		

Źródło: badania własne

ZAKOŃCZENIE

Każda organizacja czy też każda subkultura w danej organizacji, w tym przypadku – zespołu nauczycielskiego – tworzy własny, unikalny system artefaktów wyróżniający ją spośród innych. Są to najbardziej uchwytnie elementy, zarówno dla członków danej organizacji, jak i jej otoczenia zewnętrznego. To one jako pierwsze dają się zauważyć po przekroczeniu progu szkoły i, mimo iż z jednej strony wydają się oczywiste, stanowią jedynie wierzchołek góry lodowej, u podłoża której znajduje się to, co w organizacji najważniejsze, tj. mniej widoczne i uświadomione normy i wartości oraz założenia. Nie ulega wątpliwości, że kulturę organizacyjną w oświacie nie tylko warto, ale trzeba badać, a poszerzanie repertuaru narzędzi pomiarowych może znacznie ułatwić to działanie.

Proponowane narzędzie zostało wykorzystane w projekcie doktorskim na temat: *informacje zostaną uzupełnione po recenzji*.

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A PROPOSAL FOR A RESEARCH TOOL FOR MEASURING CULTURAL ARTIFACTS – QUESTIONNAIRE MCA

Abstract: The article presents a proposal for a research tool for measuring one of three levels of organizational culture – the questionnaire for measuring artifacts MCA (measuring cultural artifacts) taking into account three categories of their occurrence: physical artifacts, linguistic artifacts and behavioural artifacts. The tool is in the form of a questionnaire with a five-point rating scale. The term organizational culture is considered in relation to one of the subcultures in the school's organizational culture, at the team level – teachers' team subculture. The article also contains the results of research on the intensity of individual categories of artefact in the organizational culture of teachers' teams. The necessity of continuous examination of the organizational culture as one of the conditions for the efficient functioning of the organization was indicated as well as a gap in the selection of available research tools serving this purpose was pointed out.

Key-words: organizational culture model, organizational culture of teachers' teams, physical artifacts, linguistic artifacts, behavioural artifacts, questionnaire for measuring cultural artifacts (MCA)

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Dwindling Enrolment: Is Social Media the Answer to Student Recruitment?

ABSTRACT: Around the world, the competition among universities to recruit students has intensified in recent years. With more and more educational institutions entering the market globally, the recruitment rivalry across these institutions has taken new dimensions. This has compelled universities to utilise all means at their disposal to reach prospective students– and that includes technology and, by implication, social media. Both students and universities have objectives and expectations when it comes to social media usage, and it is, therefore, important to establish a set of guidelines regarding the use of social media during student recruitment. The main aim of the study is, therefore, to propose a set of guidelines so that universities can effectively use social media during student recruitment. The study was conducted in Mauritius, where there is a high concentration of higher education institutions so that the findings could be adapted by other universities due to the global usage of social media. As an exploratory study, the research focused on the public universities in Mauritius. Out of 49,497 students who registered in all higher education institutions in Mauritius, 25,390 were enrolled in the four public universities in Mauritius (Participation in Tertiary Education 2021, 2022:1). This clearly shows the need for the public universities to utilise social media appropriately to reach prospective stu-

dents and obtain their share of students from the market. A qualitative approach was followed in this study, which is exploratory in nature, with eight university administrators from public universities, who were interviewed by means of semi-structured in-depth interviews. In addition, a total of 32 first-year students from public universities participated in focus group discussions. The data collected were then subjected to thematic analysis using the Braun and Clarke procedure. The findings revealed that in all the public universities in Mauritius, the administrators face challenges to effectively use social media for student recruitment due mainly to the fact that they are unsure of which social media platforms and features to use; they lack the skills and resources to run a social media campaign and are not trained to create social media content. Prospective students, on the other hand, showed a preference for their social media platform to be Facebook. It was also found that the types of information and content which students would prefer to obtain on social media include career advice, course curriculum, courses on offer, eligibility, fees, payment facilities, and procedures, amongst others. Based on all the findings, a set of guidelines was proposed.

KEYWORDS: Social media, student recruitment, higher education, thematic analysis, Mauritius, focus group, in-depth interviews, social media content, Facebook.

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INTRODUCTION

The role that education plays in the life of an individual is vital. Investments individuals make in education, specifically higher education, are considered to be the most critical investments for the development of human capital and society as a whole (Makwinja, 2020; Rey-Garcia & Mato-Santiso, 2020; Arora, Jain, Gupta and Sharma, 2020; Chankseliani, Qoraboyev & Gimranova, 2021). However, around the world, Higher Education Institutions (HEIs) operate in an uncertain environment (Chapeli & O’Sullivan, 2017) and face several challenges, such as decreasing government funding (Harper & Harrison, 2020; Son-Turan, 2021; Maruru, 2022), inequality of access (Makwinja, 2020; Maringe & Ndifirepi, 2018) and issues about

quality (Onuka, 2018; Momunalieva *et al.*, 2020). Unfortunately, the outbreak of the COVID-19 pandemic in 2020 has worsened the situation of HEIs around the world (Ilieva & Raimo, 2020; 2020; IAU, 2020; Leung, 2022), creating unexpected hardships from widespread contamination, fear, deaths, and disruptions in institutions (Chan Sun & Lan Cheong Wah, 2020). Consequently, student recruitment has been severely impacted by the pandemic with reduced enrolment in HEIs around the world. It is projected that the decrease in student numbers will persist for at least the next three to five years (Ling, 2020; Mitchell, 2020; Dennis, 2020; Marinoni, van't Land & Jensen, 2020). The HEI sector in Mauritius, as is the case in many other countries, has not been spared and has suffered from declining enrolment as well (Participation in Tertiary Education 2020, 2021:4).

Mauritius, which is part of Africa, has a relatively short history of its higher education landscape, with the first university, the University of Mauritius, starting its operations in 1965, or three years before the independence of the country. The higher education sector in Mauritius consists of 10 Publicly-Funded Institutions (FFIs) and 44 Private Higher Education Institutions (PHEIs). Only four institutions out of the 10 PFIs are defined as universities (Participation in Tertiary Education 2020, 2021:13). In 2021, out of 49,497 students who registered in all HEIs, 25,390 were enrolled in the four public universities in Mauritius (Participation in Tertiary Education 2021, 2022:1). Given this state of affairs, this study investigated how the four public universities in Mauritius are currently recruiting students, how they are using social media, and what challenges they encounter, with the aim of understanding the process from both the administrators' point of view and those of prospective students. The aim of the study shall be to propose a set of guidelines for the effective use of social media during student recruitment.

LITERATURE REVIEW

If there is no student recruitment, the activity of a university ceases to exist (Nwedu, 2019). In general, student recruitment involves the application of a wide range of marketing and sales techniques, such as employing the services of agents and recruiters and making use of brochures, websites, social media, prospectuses, media relations, and alumni networks (James-MacEachern, 2018). With progress in technology, the advent of the internet, and the social media phenomenon, the application of the marketing concept in higher education evolved over the years. Studies demonstrate that universities have started using social media as part of their marketing and recruitment strategies, communicating with prospective students, engaging them, and therefore helping drive student recruitment ((Nevzat, Amca, Tanova & Amca, 2016; Gök & Gümüş, 2018; Peruta & Shields, 2018; Farinloye, Wayne, Mogaji & Watat, 2020).

The rise of social media

Aichner, Grünfelder, Maurer, and Jegeni (2021) posit that the term “social media” was first used in 1994 in a Tokyo online media environment called Matisse. Social media has subsequently been defined in many ways by many different authors. Despite the fact that several definitions of social media have been attempted so far, Navarro, Moreno, and Zerfass (2018:30) conclude that there is still no clear, agreed-upon definition of social media, a situation, which they argue, is hindering the development of the strong and stable theories. A definition that has gained some authority in recent years is the one proposed by Carr and Hayes (2015:49), who define social media as “...internet-based, disentrained, and persistent channels of mass personal communication facilitating perceptions of interactions among users, deriving value primarily from user-generated content.”

The rise of the social media phenomenon is considered to have started in 1997 with a website named Six Degrees (Boyd & Ellison, 2008; Ahmad, 2018), followed by Lunar Storm in the year 2000 (Mozelius, 2013) and MySpace, in 2003 (Augustyn, 2019). From then onwards, a number of social media platforms were created, while others, unfortunately, disappeared. As from 2003, several social media sites such as LinkedIn, Facebook, YouTube, Twitter, Instagram, and, more recently, TikTok came into existence and grew in popularity to such an extent that around the world, the usage figures grew by several million in a few years, to reach billions in 2022 and worldwide, as displayed in Table 1.

Table 1. number of social media users per platform worldwide (Statista, 2022)

<i>Social media platform</i>	<i>Number of monthly active users worldwide (million)</i>
Facebook	2,910
YouTube	2,562
Instagram	1,478
TikTok	1,000

Benefits of social media

Besides being used by individuals for communication and entertainment, social media are also used by organisations to accomplish a number of corporate objectives. Several studies have shown that, compared to traditional channels, social media are considered to be more cost-effective because they are fast, accessible and offer easy methods to share information and improve communication (Barnard, Bothma, & Cant, 2017; Paswan, 2018; Harb, Fowler, Chang, Blum & Alakaleek, 2019; Upadhyay, 2019; Capriotti, Zeler & Camilleri, 2021). Furthermore, social media resulted in an explosion in “no- or low-cost organic marketing,” whereby a company creates content and shares it amongst its social media followers (Malesev & Cherry, 2021:69). Some authors argue that social media is an “essential component” and a “very powerful marketing tool” which marketers should use (Cant, 2016:78; Ait Lamkadem

and Ouiddad, 2021:29). Universities, as well, do believe in the power of social media. The Digital Marketing Institute (2019) argues that there is already a worldwide trend of universities and colleges implementing social media strategies to connect with students, parents, prospects and staff.

Social media in student recruitment

A number of authors support the integration of social media usage by universities, arguing that in some institutions, social media is the first point of contact between prospective students (Mazurek, Korzyński & Górska, 2019; Condie, Ayodele, Chowdhury, Powe & Cooper, 2019; Russel, 2017). In the context of enrolment activities, studies by Mazurek, Korzyński, and Górska (2019) demonstrate the increased significance of social media used by universities to attract students. Several HEIs are already using social media platforms (Vrontis *et al.*, 2018; Zhu, 2019; Al-Thagafi *et al.*, 2020; Valerio-Ureña, Herrera-Murillo & Madero-Gómez, 2020). For instance, Facebook and YouTube are used to attract local and international students (Mwendaa, Sullivan & Grand, 2019), create connections with prospects, and improve their enrolment processes (Peruta & Shields, 2018; Mazurek, Korzyński & Górska, 2019). More evidence of university marketing through social media came from studies such as those conducted by Mwendaa, Sullivan & Grand (2019), who demonstrated how YouTube videos are used to market courses in Australian universities. Shields and Peruta (2019) provide evidence of how universities use Facebook to help students and alumni to identify strongly with the institution while generating a significant return on their marketing investment. Social media messages (images, videos, captions, etc.) have been argued to help prospects to gather impressions of the academic culture, campus, activities, and attractions of the institution, which can, in turn, help them in better decisions about their future (Digital Marketing Institute, 2019; Mazurek, Korzyński & Górska, 2019; Shields & Peruta, 2019; Zhu, 2019). However, even if there is an abundance of literature that support the value of social media in student recruitment in higher education, guidelines on how to use social media to recruit students are absent (Chen & DiVall, 2019).

Guidelines to use social media in student recruitment

In the realm of higher education, it has been argued that using social media in student recruitment is “not simple” and universities still struggle to coordinate social media with traditional media strategies (Peruta & Shields, 2018: 2). At a theoretical level, researchers agree that social media still lacks a coherent body of theory. Significant gaps remain in the knowledge of how organisations are using social media (Navarro, Moreno & Zerfass, 2018) and several authors agree that little has been done to synthesise how marketers are incorporating social media in marketing (Shawky, Kubacki, Dietrich & Weaven, 2019; Pantano, Priporas, Migliano, 2019; Valos *et al.*, 2019; Dolan, Conduit, Fahy & Goodman, 2018). Attempts have been made to provide social media guidelines such as the framework for social media engagement (Panagiotopoulos *et al.*, 2015); the strategy cone (Effing and Spil, 2016); the framework for

social media engagement (Dolan *et al.*, 2019); and the framework for social media content strategy (Oliveira, 2020). However, none applies to student recruitment.

PROBLEM STATEMENT

In light of the above arguments, it has been deemed critical that social media guidelines be developed to help universities use social media in student recruitment. To guide the research process, choice of research methods, and development of instruments, the main problem to be addressed has been formulated, and it is simply to determine how universities should use social media during student recruitment and establish guidelines for that purpose. That is, essentially, which social media platforms they should use, what features they should use, and which content/information they should share during student recruitment. The following shall therefore be determined:

1. How do universities currently use social media during student recruitment;
2. What challenges do they encounter in using social media; and
3. How do prospective students use social media, what challenges do they encounter, and what information/content do they expect to find on social media during the recruitment period?

RESEARCH DESIGN

To address the problem of developing social media guidelines to guide university administrators in student recruitment, the study made use of two research methods, namely the semi-structured in-depth interview and the focus-group discussion. Semi-structured interviews are effective for data collection when the researcher wants to: (1) collect qualitative, open-ended data; (2) explore participant thoughts, feelings, and beliefs on a particular subject and (3) probe deeply into personal and sometimes delicate matter concepts (DeJonckheere & Vaughn, 2019). Focus-group discussions were implemented to address some of the issues identified.

The participants identified for the interviews were administrators of public universities in Mauritius who had a supervisory role in the universities' marketing and/or admission processes. A total of eight participants were involved in the in-depth interviews.

For the focus-group discussions, first-year, first-semester university students were identified as participants as they just went through the admissions process and would be better at recalling their recruitment experiences. A total of four focus groups were conducted, one at each public university, with eight students per university.

To ensure that the data was reliable, trustworthy and credible, Guba's model of trustworthiness was applied to this study (Nowell, Norris, White & Moules, 2017). Hence, the trustworthiness of this study was determined by the credibility, dependability, transferability, and conformability of the data.

ANALYSIS

The process of thematic analysis is considered a long and slow process through which the researcher works to transform a mass of “messy information into streamlined analysis, telling a clear and coherent story about the data and what they mean.” (Nowell *et al.* 2006; Braun & Clarke, 2019: 249). As the term ‘thematic analysis’ is often associated with a distinctive set of procedures, the six-step approach of Braun and Clarke will be followed to analyse both the semi-structured in-depth interviews and focus group data (Newton-Levinson, Leichliter, Chandra-Mouli, 2016).

Thematic analysis of the semi-structured in-depth interviews and focus group discussions

Before thematic analysis began for both data groups, all recordings were transcribed, and the dataset corresponding to each transcript was imported to the software QDA Miner Lite, which assists in the qualitative data processing. Processing of the data was performed both manually and with the software, which mostly helped in coding the dataset.

All transcripts were read several times so that the researcher gets immersed as much as possible in both the interview and focus group data. Casual notes and personal reflections, also termed as “noticings” by Braun *et al.* (2019:852) were also noted on the margins of the transcripts.

All initial codes identified from the in-depth interviews and focus group discussions were assembled. For both the in-depth interviews and focus group discussions, themes have been found inductively from the coded data. Mind maps have been used as an aid to visualise different possibilities of regrouping codes into themes. It was ensured that themes/subthemes did correspond coherently to coded data – leading to defining and renaming each theme/subtheme where needed.

RESULTS

Profile of participants

The profile of the in-depth interview and focus group participants involved in the data collection process is indicated in Table 2.

Table 2. Profile of the in-depth interview and focus group participants

<i>Public University</i>	<i>Interview participants</i>	<i>Focus group participants composition of each group</i>
<i>A</i>	Responsible of Marketing Responsible of Admissions Responsible for the Facebook page	8 students First-year, first semester Both male and female Mauritian
<i>B</i>	Responsible of Marketing Responsible for the Admissions Office	8 students First-year, first semester Both male and female Mauritian
<i>C</i>	Director-General (overseeing both Marketing and Admissions)	8 students First-year, first semester Both male and female Mauritian
<i>D</i>	Responsible of Marketing Responsible for the Admissions Office	8 students First-year, first semester Both male and female Mauritian

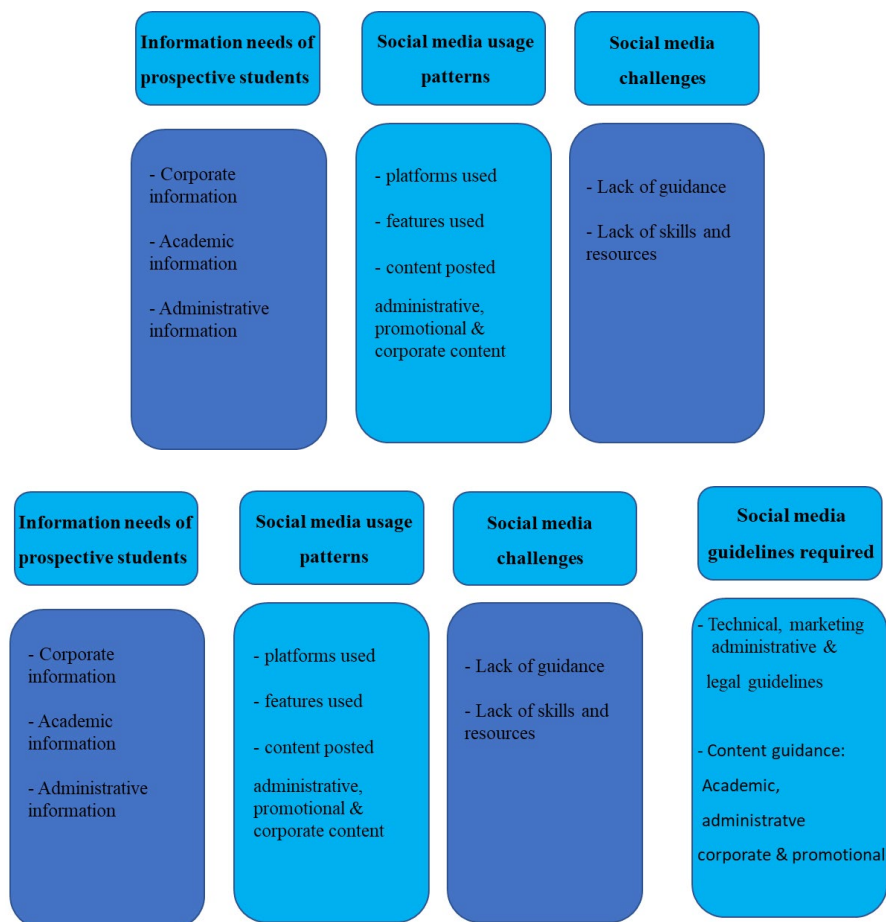
Findings from the semi-structured in-depth interviews

Firstly, following the thematic analysis phases applied to the in-depth interview data, seven main themes with corresponding subthemes were identified. The seven main themes with their corresponding subthemes are displayed in Figure 1.

Marketing activities during enrolment

It has been found that all four public universities in Mauritius organise marketing activities to recruit students during the enrolment period. What has been found to be common is that marketing activities are either in terms of advertisements, events, such as fairs and open days or interactions between university and prospective students. Interactions occur via phone, email, personal visits, and social media, through which university staff provide information and help or influence prospective students to enroll.

Figure 1. Seven main themes with their subthemes



Source: Thematic analysis of the semi-structured in-depth interview data

Marketing not formalised

Even if the four public universities report that they conduct various marketing activities to recruit students, three of them revealed that marketing is not fully formalised. For example, the absence of a marketing budget, the absence of a full-fledged marketing department, with staff having proper appellations and skills, and so on, have been reported. The subtheme related to lack of strategy reveals that public universities do not have a social media strategy to recruit students. The subtheme related to the need to modernise subtheme further points out that the marketing function in Mauritian public universities needs to evolve and, for instance, align with international trends and adopt digital marketing.

Information needs of prospective students

The theme, “Information needs of prospective students,” relates to the fact that during enrolment, universities have to provide a continuous flow of information to prospective students who have questions on, for instance, courses on offer, career opportunities, the curriculum of courses, conditions for free education, eligibility, procedures, etc. However, it is observed that this theme is quite broad and encompasses three sub-themes related to the information needs of prospective students. The three sub-themes are corporate information, academic information, and administrative information. “Corporate information needs” represents the need of students for information about the university’s recognition and reputation. “Academic information needs” relate to module information, assessment, curriculum, and career prospects, whereas “Administrative information needs” refers to enrolment key dates, procedures to apply, documents to be sent, conditions, eligibility for a particular course, procedures to be followed, documents to be submitted, etc.

Social media usage patterns

The “social media usage patterns” of the four public universities has been a key theme. The university administrators have revealed which social media platforms they use, platform features they apply, and content they post during the recruitment period. Under the subtheme “Platforms used,” universities mostly expressed that they use such platforms as Facebook, Instagram, YouTube, and LinkedIn. The second subtheme, “Features used,” relate to whether the universities use free features, paid features, advert features, and other features, such as the live features of the platforms. The third subtheme, “content posted,” reveals content that the universities post on social media during student recruitment, which is, for example, posting of event-related information (graduation, open day, orientation), latest news, student activities, documents (news-letter, reports), student testimonies, campus facilities, scholarships, videos, and so on.

Social media challenges

“Social media challenges” were expressed by the university administrators of all the public universities of Mauritius. Public universities reveal that they encounter several issues with social media during student recruitment. Concerns are expressed about the lack of skills and resources and the need for staff to use social media to receive more guidance; hence two subthemes associated with the main theme have emerged, namely “lack of guidance” and “lack of skills and resources.” Lack of guidance refers to the fact that staff is sometimes at a loss on how to deal with negative comments, unofficial groups, unknown profiles, or reach for international students on social media. “Lack of skills and resources” relates to technical and human resource unavailability.

Social media guidelines required

A key theme formulated that assembles the overall requirements of the four public universities when it comes to the guidance they need when using social media

during student recruitment is “social media guidelines required.” It has been found that universities require:

- (i) Technical, marketing, administrative, and legal guidelines; and
- (ii) Content guidelines

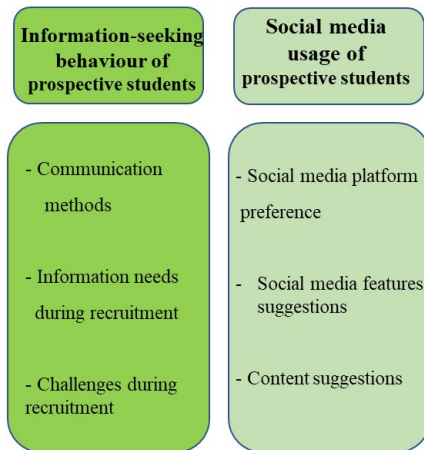
Technical guidelines refer to specific functionalities such as how to use Facebook stories, Facebook ad manager, Facebook Messenger, Insights, and so on. Marketing guidelines refer to, for example, using the social media platform to target better prospective students or how to use the various advertising options at different stages of student recruitment for online applications and branding in general. Administrative guidelines refer to how they would decide about platform choice, how to plan the budget and timing of campaigns, or how the social media workflow should be at different stages of student recruitment. The need for ethics guidelines and training were also expressed as a requirement for staff who handle social media so that dos and don'ts become clear.

Universities also require guidance for the development of appropriate content to post on social during student recruitment. Several types of content regrouped under academic, corporate, administrative, and promotional materials to be developed have been expressed by university administrators.

Findings from the focus group discussions

Prospective students who participated in the focus group discussions provided a different perspective on their experience with public universities and social media usage during the recruitment period. The data have been thematically analysed and regrouped under two main themes with their related subthemes, as portrayed in Figure 2.

Figure 2: Two main themes with their subthemes



Source: *Thematic analysis of the focus group discussions data*

Under “Information-seeking behaviour of prospective students,” participants revealed the various communication methods they employ during recruitment, encompassing phone calls, visits, interactions during events, emails, and also the use of social media. They also expressed various “Information needs during recruitment,” which are of academic, administrative, promotional/corporate nature. Through “Challenges during recruitment,” participants expressed all difficulties they encountered as far as support and finding relevant information are concerned.

Under “Social media usage of prospective students,” valuable findings were gathered as the participants revealed their “social media platform preference.” Through “Social media platform preference,” the participants prefer to obtain enrolment information and interact with the universities during recruitment, mostly through Facebook, Instagram, and YouTube. They also provided several suggestions about which social media features universities may adopt during recruitment to serve their needs better. For example, they mention the use of chats, live features, stories, targeted advertising features, and so on. Further, through “Content suggestions,” the participants suggested that the social media platforms of the universities must have relevant promotional/corporate, academic, and administrative content during student recruitment.

DISCUSSIONS

As revealed by the above-mentioned findings, public universities in Mauritius have embraced the marketing function in order to recruit students. This is consistent with several findings that higher education institutions around the world have no other option than to apply marketing strategies and activities in order reach prospective students and enroll them (Mogaji & Yoon, 2019; Setiawan, Cavaliere, Hussaini, Villalba-Condori, Arias-Chavez, Gupta, Untari, & Regin, 2020; Gordon-Isasi, Narvaizam & Gibaja; 2021; Hannan, 2021).

Meeting the information needs of prospective students is key during student recruitment, and universities must become aware of how prospective students reach them and which information they require during their decision-making process to join a university (Ürer Erdil, Tümer, Nadiri & Aghaei, 2021). It has also been demonstrated that the decision to join a university is similar to a once-in-a-lifetime purchase, and prospective students require more fact-based and non-marketing information (Yang, Yen & Balmer, 2020). As found in this study, universities in Mauritius recognise that their prospective students have a number of information needs, while the universities may sometimes find it to be a challenge to deliver adequately the information required. Prospective students having unfulfilled information needs should be a concern during marketing, and universities can address them using new technologies (Babaitsev, Mikova, Kosyanenko, Podoprigora, 2020). Public universities in Mauritius have been adopters of social media for marketing and student recruitment, as revealed in the findings presented in this study, which is an approach strongly supported by extant literature (Vrontis *et al.*, 2018; Zhu, 2019; Al-Thagafi et

al., 2020; Gunina, Komárková & Přibyl, 2019; Kumar & Nanda, 2019; Valerio-Ureña *et al.*, 2020; Wong, Tan, Hew, Ooi & Leong, 2022). However, even if public universities in Mauritius report that they are using social media in student recruitment, they also admit that there are several weaknesses and challenges they face in this activity, from lack of strategy, guidance to use technical features, guidance to create content and managing the platforms amongst others, which are nevertheless consistent with what other authors have found about the difficulties in using social media in student recruitment (Chen & DiVall, 2019; Oliveira, 2020). The managerial implications of this study shall therefore be of value to public universities in Mauritius, as guidelines shall be proposed to administrators while the social media expectations of prospective students shall be met.

CONCLUSION

This study has explored the student recruitment process from the perspectives of both public universities and prospective students in Mauritius. The current marketing practices, recruitment challenges, information needs, social media usage behaviours, social media usage weaknesses, and expectations from prospective students gathered in this study shall pave the way for a series of guidelines. Presented in terms of decisions to be taken and tactics to be tried by public universities (Table 3), a series of propositions for public universities have been formulated to help them use social media in student recruitment. The tactics pertaining to each social media platform originate from the wealth of suggestions gathered from both university administrators and prospective students who participated in the study.

The managerial implications are therefore important as it has been the first study that has reconciled findings from all public universities and their prospective students to propose a series of guidelines.

Table 3. Guidelines for social media usage by public universities in Mauritius

<i>Social media decisions</i>	<i>Tactics</i>
Social media platforms selection	Use Facebook, Instagram, and YouTube
Social media features	<ul style="list-style-type: none"> - use chats, inboxes, direct messaging, and automated messages - use live features of the platforms - use sponsored ads - create events - post Facebook stories - use Instagram Highlights - use Instagram TV (IGTV) - Facebook 360 - use targeting features - post polls/request voting - use metric features to monitor post performances - Explore and experiment with other features of each platform by consulting their online Help pages
Content to be posted on social media	<ul style="list-style-type: none"> - post adverts - post events (graduation, open day...) - post the latest news - post student works and activities - post documents (newsletter, reports) - post student testimonies - show campus activities/facilities - promote scholarships - promote university achievements - post content to connect with alumni - profile of lecturers - organise virtual events - post short films about the university on YouTube - share sample videos of lectures
Information needs of prospective students to be fulfilled on social media	<ul style="list-style-type: none"> - provide career advice - provide course curriculum - show courses on offer - provide eligibility information - provide fees information - explain the free education scheme - describe payment facilities - clarify application procedures - mention recognition of the university - provide key enrolment dates - provide an FAQ - engage students in content creation

Limitations of the study and future research

The study, being exploratory in nature, was conducted in Mauritius and only with its public universities. Regional and international differences in higher education contexts, types of institutions, and behavioural patterns or attitudes of other pro-

spective students may yield different sets of results with different sets of guidelines. The guidelines proposals are based on suggestions from a group of local students who may not represent the entire population of prospective students internationally. Hence, for generalisability and more accurate predictions, a quantitative approach and a larger sample size with different strata should be used – and this is a recommendation for future research. The exploratory phase is just beginning, from which further studies should emanate.

Also, future studies should answer questions that are beyond the scope of the current one. For instance, university administrators expressed the need for guidance regarding:

- » equipment required to create content for social media;
- » recruitment of staff with the right profile to work on social media;
- » a process/ workflow for social media management;
- » how to combine several social media platforms in a campaign;
- » social media ethics guidelines; and
- » social media expenditure/budgeting guidelines.

The research has nevertheless set the foundation for the development of a theoretical framework. In a future study, the themes identified could be transformed into constructs and assembled into a theoretical framework for social media usage in student recruitment.

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MALEJĄCA REKRUTACJA: CZY MEDIA SPOŁECZNOŚCIOWE SĄ SPOSOBEM NA REKRUTACJĘ STUDENTÓW?

ABSTRAKT: W ostatnich latach na całym świecie nasiliła się konkurencja między uniwersytetami w zakresie rekrutacji studentów. Wraz z coraz większą liczbą instytucji edukacyjnych wchodzących na rynek globalny, rywalizacja rekrutacyjna między tymi instytucjami nabrała nowego wymiaru. Zmusiło to uczelnie do wykorzystania wszelkich dostępnych środków, aby dotrzeć do potencjalnych studentów – w tym technologii i, co za tym idzie, mediów społecznościowych. Zarówno studenci, jak i uniwersytety mają swoje cele i oczekiwania, jeśli chodzi o korzystanie z mediów społecznościowych, dlatego istotne jest ustalenie zasad dotyczących korzystania z mediów społecznościowych podczas rekrutacji studentów. Głównym celem badania jest zatem zaproponowanie zestawu wytycznych, aby uniwersytety mogły skutecznie korzystać z mediów społecznościowych podczas rekrutacji studentów. Badanie zostało przeprowadzone na Mauritiusie, gdzie istnieje duża koncentracja

instytucji szkolnictwa wyższego, tak, aby wyniki mogły zostać zaadaptowane przez inne uniwersytety ze względu na globalne wykorzystanie mediów społecznościowych. Jako badanie eksploracyjne, skupiono się na publicznych uniwersytetach na Mauritiusie. Spośród 49 497 studentów, którzy zarejestrowali się we wszystkich instytucjach szkolnictwa wyższego na Mauritiusie, 25 390 było zapisanych na cztery uniwersytety publiczne (Participation in Tertiary Education 2021, 2022:1). Wyraźnie wskazuje to na potrzebę odpowiedniego wykorzystania mediów społecznościowych przez uczelnie publiczne w celu dotarcia do potencjalnych studentów i pozyskania ich części z rynku. W badaniu zastosowano podejście jakościowe, które ma charakter eksploracyjny, z ośmioma administratorami uniwersytetów publicznych, z którymi przeprowadzono wywiady za pomocą częściowo ustrukturyzowanych wywiadów pogłębionych. Ponadto, 32 studentów pierwszego roku z uczelni publicznych wzięło udział w zogniskowanych dyskusjach grupowych. Zebrane dane zostały następnie poddane analizie tematycznej z wykorzystaniem procedury Brauna i Clarke'a. Wyniki badania wykazały, że na wszystkich publicznych uniwersytetach na Mauritiusie administratorzy stoją przed wyzwaniami związanymi z efektywnym wykorzystaniem mediów społecznościowych do rekrutacji studentów, głównie ze względu na fakt, że nie są pewni, z których platform i funkcji mediów społecznościowych korzystać; brakuje im umiejętności i zasobów do prowadzenia kampanii w mediach społecznościowych i nie są przeszkoleni w zakresie tworzenia ich treści. Z drugiej strony, potencjalni studenci wskazywali, że preferowaną przez nich platformą mediów społecznościowych jest Facebook. Stwierdzono również, że rodzaje informacji i treści, które studenci chcieliby uzyskać w mediach społecznościowych, obejmują między innymi porady dotyczące kariery, programu nauczania, oferowane kursy, warunki przyjęcia, opłaty, udogodnienia płatnicze oraz procedury. Na podstawie wyników badań zaproponowano zestaw wytycznych.

SŁOWA KLUCZOWE: media społecznościowe, rekrutacja studentów, szkolnictwo wyższe, analiza tematyczna, Mauritius, grupy fokusowe, wywiady pogłębione, treści mediów społecznościowych, Facebook

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The Role of Policy, Governance, and Education for Sustainable Development in the Majority World: Leadership

ABSTRACT: Rural development remains a major challenge for different governments across the majority world. The reason for this has been attributed to different factors. However, education has been identified as a significant tool for change, capable of promoting rural development. This is not in isolation of policy and governance, which are seen as being able to hinder education and other relevant sectors from contributing to rural development. This study identified specific roles to be performed by policy and good governance in ensuring sustainable development in rural communities in the majority world through education. The study recommends that educational leaders should be involved in policy-making with regard to rural communities. The governance provided to rural communities should take cognizance of local needs and the values of the people, thus, promoting glocalization while giving room for globalization.

KEYWORDS: educational leaders, Education for Sustainable Development (ESD), governance, majority world; policy(s), sustainable rural development (SRD)

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INTRODUCTION

Sustainable development remains a crucial debate in Africa (Begashaw, 2019; Ibrahim, n.d; International Labour Office, 2015; United Nations Economic Commission for Africa, 2008), which comprises predominantly developing and underdeveloped nations/majority world (Wale-Oshinowo, Omobowale, Adeyeye & Lebura, 2020). It continues to grapple with sustainable development due to various factors (Nel, 2020; Veselovská, 2017; Kutor, 2014). Among these factors are: political (Veselovská, 2017), poor infrastructure (Kutor, 2014), technological (Veselovská, 2017), social (Veselovská, 2017), lack of funds (Kutor, 2014), eco-logical (Veselovská, 2017), corruption (Imiera, 2020), communication issues (Kutor, 2014), poor/bad governance (Thovoethin & Ewalefoh, 2019; Ukwandu, 2019), and among others, policy (Veselovská, 2017; Kutor, 2014). The rural areas of the majority world which are commonly characterized by high poverty rate (Siphesihle & Lelethu, 2020; Katayama & Wadhwa, 2019; Khan, 2000), high level of illiteracy (Seretse, Chukwuere, Lubbe & Klopper, 2018; Olojede, Adekunle & Samuel, 2013), poor road network (Olojede, Adekunle & Samuel, 2013), dispersed buildings/settlement (Lee & Moulton, 2022; Dorrel & Henderson, 2020), among others, are more vulnerable and likely to lack sustainable development (Birkmann et al., 2022; United Nations, 2021) in the majority world. Education which is considered a tool for change (Agrawal, 2022; Pandey, 2020; Yuliani & Hartanto, 2017), becomes the game changer and possible solution for rural settlements in the majority world. For instance, a review of the works of (Damons & Cherrington, 2020; Schoole & Nkomo, 2007) suggests that institutions of learning are intentionally and strategically established in certain identified rural settlements in order to bring about change in certain areas, thereby promoting sustainable development. The question, however, remains, if education is considered a tool for change and schools are established in rural areas, why is there still critical underdevelopment in rural areas of the majority of the world?

Conversely, policies (Ivic, Saviolidis & Johannsdottir, 2021; OECD, 2015; Dare, Schirmer & Vanclay, 2014; Deegan, 2009) and governance (Thovoethin & Ewalefoh, 2019; Ukwandu, 2019) are recognized as major driving forces of sustainable development in different areas inclusive of rural settlements. Thus, this study attempts to explore factors hampering sustainable development in rural areas from the lens of

policy, governance, and educational leadership. In order to achieve the focus of this study, an attempt is made to proffer answers to the research questions guiding the study: What are the roles of policy in promoting sustainable rural development in the majority world? How does governance promote or hamper sustainable development in the majority world? How does educational leadership promote sustainable rural development? The study is divided into the conceptualization of terms, materials and methods, results, discussion, and conclusion, together with recommendations, as well as limitations and suggestions for further studies.

CONCEPTUALIZATION OF TERMS

Educational leadership: This is described as a collaborative process that combines the forces of teachers, parents, students, and talents in order to enhance and improve the system of education as well as the quality of provided education (Mary Mount University, 2021; Patro, 2021). In this study, educational leadership is used to mean the process of infusing, organizing, and engaging the resources and talents of different education stakeholders in order to ensure the provision of desired quality and relevant education.

Rural communities: Using the United States of America as an example of rural communities in developed countries, the work of Dobis et al. (2021) shows that residents living in rural areas as of the year 2020 made up 14 percent of the entire population. According to Flora and Flora (2013), cited in Uleanya (2022), rural communities in developed countries are usually characterized by a lack of rail stations and airports. This is not the case of what is experienced in developing and underdeveloped countries. Funmilayo, Asena, Mayula, and Seoka (2022) report that “The government and other regulatory bodies often marginalize rural communities in developing countries” (par. 1). Suffice to state that rural communities in developing countries, which make up the majority world are commonly known to be marginalized. Thus, they are characterized by high rates of poverty, unemployment, illiteracy, and untarred road, among others (Uleanya, 2022). This corroborates the report by the United Nations (2019), which shows that countries from the majority world are left behind. In the context of this study, rural communities are used to mean rural areas of countries in the majority world, which are commonly known to be underdeveloped and experience high poverty rates, illiteracy, and unemployment, among others.

Rural development is a process of improving the quality of lives lived and experienced by people in rural areas, as well as their economic well-being (Moseley, 2003). In this study, rural development implies any process channeled towards the enhancement of the economic well-being and quality of life of rural dwellers.

METHODOLOGY

The study adopted a literature review for this conceptualization study. This was done by reviewing different literature considered relevant to the study. This is based

on the submission of the Complete Dissertation by Statistics Solutions (n.d) that “literature review focuses on areas that offer support for new research and offers the student an opportunity to analyse and synthesize past research in the context of their present problem” (par. 8). Similarly, the method was adopted based on the review of the work of Snyder (2019) which shows that literature review is one of the adoptable means of gathering necessary and relevant information for a study. In support, a review of the work of Webster and Watson (2002) had earlier shown that when a literature review is conducted well and effectively as a research method, it helps to create a good foundation that is capable of ensuring knowledge generation and enhancing the development of the theory(s). Suffice it to state that a literature review is crucial in research. Thus, for this study, the researcher identified various relevant literature using the research questions guiding the study. In other words, in an attempt to answer the research questions of the study, relevant literature was identified, analyzed, and synthesized in the context of this present study. The table below shows the different identified, reviewed, and analyzed relevant literature adopted for this study.

Table 1. Retrieved, reviewed, and analyzed relevant literature

Research questions	Selected retrieved and analyzed literature
<p>1. What are the roles of policy in promoting sustainable rural development in the majority world?</p>	<p>Funmilayo, Asena, Mayula, and Seoka (2022). How rural development and agriculture can support social inclusion in developing countries – A Sub-Saharan approach.</p> <p>UN Department of Economic and Social Affairs: Division of Sustainable Development (n.d). Core Publications Agenda 21.</p> <p>Avila (2005). Participatory policy development for sustainable agriculture and rural development: Guidelines from the Sustainable Agriculture and Rural Development – Farming Systems Evolution Project</p> <p>OECD. (2001). Policies to Enhance Sustainable Development. Meeting of the OECD Council at Ministerial Level, 2001.</p> <p>Towah (2019). The Impact of Good Governance and Stability on Sustainable Development in Ghana.</p>
<p>2. How does governance promote or hamper sustainable development in the majority world?</p>	<p>Stojanović, Ateljević and Stević (2016). Good Governance as a Tool of Sustainable Development.</p> <p>Zimu-Biyela (2019). Using the School Environmental Education Programme (SEEP) to Decolonise the Curriculum: Lessons from Ufasimba Primary School in South Africa.</p> <p>Ngumbela, Khalema and Nzimakwe (2020). Local worlds: Vulnerability and food insecurity in the Eastern Cape province of South Africa.</p> <p>Towah (2019). The Impact of Good Governance and Stability on Sustainable Development in Ghana</p>

<p>3. How does educational leadership promote sustainable rural development?</p>	<p>United Nations Educational, Scientific and Cultural Organization. (2014). <i>Sustainable Development Begins with Education: How education can contribute to the proposed post-2015 goals</i>. Sajjad (2019). The role of education in rural communities. Rural Development Institute. Müller, Hancock, Wang, Stricker, Cui and Lambert (2022). School Leadership, Education for Sustainable Development (ESD), and the Impact of the COVID-19 Pandemic: Perspectives of Principals in China, Germany, and the USA Müller, Lude, and Hancock (2020) Leading Schools Towards Sustainability. Fields of Action and Management Strategies for Principals.</p>
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RESULTS

The findings of this study are presented using the different identified research questions which guided this study following the submission of scholars as presented in the literature.

Research question 1: What are the roles of policy in promoting sustainable rural development in the majority world?

The review and analysis of the literature show that policy plays a pivotal role in ensuring and promoting sustainable development in rural areas of the majority world. For instance, alluding to the challenges faced by rural dwellers which hampers sustainable development (Funmilayo, Asena, Mayula & Seoka, 2022) reporting for the World Bank state that “Rural dwellers in developing countries face a long list of challenges. They include inconsistent government policies.” Meanwhile, a review of the work of the UN Department of Economic and Social Affairs: Division of Sustainable Development (n.d) shows that policy can proffer solutions to the challenges of rural settlements. For instance, the UN Department of Economic and Social Affairs: Division of Sustainable Development (n.d) states that “countries need to assess comprehensively the impacts of policies on, rural welfare and international trading relations as a means for identifying appropriate offsetting measures”. The review of the UN Department of Economic and Social Affairs: Division of Sustainable Development (n.d) further shows that policies are capable of aiding or marring the making of quality decisions that can enhance trade and capital flows. Policies can help rural settlements of the majority world to carry out actions that can support them in overcoming a “lack of awareness of the environmental costs incurred by sectoral and macroeconomic policies and hence their threat to sustainability” (UN Department of Economic and Social Affairs: Division of Sustainable Development, n.d). Also, according to the UN Department of Economic and Social Affairs: Division of Sustainable Development (n.d) “insufficient skills and experience in incorporating issues of sustainability into policies and programmes.” This suggests the way and manner by

which policies can necessitate certain actions capable of promoting sustainable development in rural areas of the majority world. This further accounts for the reason why Avila (2005) states that “Pursuant to Article 1 of the Convention signed in Paris on 14th December 1960, and which came into force on 30th September 1961, the Organisation for Economic Co-operation and Development (OECD) shall promote policies designed:

- » to achieve the highest sustainable economic growth and employment and a rising standard of living in Member countries, while maintaining financial stability, and thus to contribute to the development of the world economy;
- » to contribute to sound economic expansion in Member as well as non-member countries in the process of economic development; and
- » to contribute to the expansion of world trade on a multilateral, non-discriminatory basis in accordance with international obligations” (p. 3).

The foregoing indicates the crucial roles the policies when properly designed and duly implemented, can perform in ensuring sustainable development. However, OECD (2001) cautions that “There will be *no viable rural development if rural people, and especially the poor, have no voice in the design of policies* and institutions that affect them” (p. I, italics added for emphasis). This implies that for policies to be very effective, there is a need for rural dwellers, including the poor, to be involved in the designs. This would enable them to own it and ensure its implementation. Additionally, from one of the findings of the work of Towah (2019), it is deduced that sustainable development is yet unachieved in many countries of the majority world because “governments’ policies have not been focused on the people as defined by the concept of sustainable development” (pp. 1-2). This indicates that there is a need for the government of different nations to focus their policies on their citizens with the demand(s) of sustainable development in view.

Research question 2: How does governance promote or hamper sustainable development in the majority world? Governance is pivotal to expectations in society. In other words, the type of governance obtainable in a given society is envisaged to determine the experiences in such an environment. Reporting for the United Nations Department of Economic and Social Affairs: Office for ECOSOC Support and Coordination (2008) explains that “governance have also mirrored declines in allocations to infrastructure and production” (p. 4). In other words, governance has the potency of affecting infrastructure and production, which in turn have ripple effects on the social and economic wellness of the society.

A study was conducted by Stojanović, Ateljević, and Stević (2016) with the aim of analyzing the effects that good governance has on sustainable development, especially considering socio-economic development, using various categories of countries. The findings of the study showed that the governance that can ensure sustainable development in any society, especially in rural environments in the majority world, which is the focus of this study, must be good. Alluding to the post-Washington Consensus with regards to sustainable development, Stojanović, Ateljević, and Stević (2016) state that “the central place of development policy is occupied with the

model of good governance which has become the mantra of development policy. Good governance is the new approach that recognizes the role of the state in the economy where the joint participation of state and non-state actors, civil society and private sector, is essential in the process of public governance” (p. 558). This implies that with good policies in place, without good governance, sustainable development remains a mirage in a society. Invariably, bad governance is tantamount to underdevelopment. This accounts for the reason why Stojanović, Ateljević, and Stević (2016) can describe good governance as a tool for sustainable development. Further review of the work of Stojanović, Ateljević, and Stević (2016) shows that good governance can be relative. This is explained by citing the case of countries like Egypt, Libya, Syria, Tunisia, and Ukraine, where attempts made to ensure democratic changes for providing good governance failed to translate into the provision of political and economic sustainability. Suffice it to state that what may be considered good governance in a given country may be otherwise in another. Various factors and settings are to be considered. Thus, Stojanović, Ateljević, and Stević (2016) submit and caution based on the findings of their study that:

“By accessing the ‘one size fits all’ approach many significant problems have occurred in the implementation of the public sector reforms leading to the in-effectiveness of development aid and spending limited financial resources without achieving the objectives of sustainable development. In this sense, the multi-dimensional nature of the model of good governance and the heterogeneity of different goals of sustainable development are not recognized” (p. 571).

This implies that in clamoring for good governance, dynamism is to be in view. In this regard, glocalization is to be desired. Glocalization is used to imply using global standards to meet local needs. This finding is in alignment with the works of Ngumbela, Khalema, and Nzimakwe (2020) and Zimu-Biyela (2019), who advocate for glocalization being useful for promoting sustainable development.

Additionally, Towah (2019) conducted a qualitative study that was targeted at identifying and describing good governance practices as well as threats to sustainable development, using Ghana as a case study. Marxist theory was used as a guide for the thematic analysis of data which was collected through interviews with 20 participants, field notes, and artifact documents. It must be noted that the participants of the study were selected from different walks of life, that is, professions and diverse perspectives directly involved in issues of governance or policy implementation in Ghana. The findings of the study showed that “good governance practices for sustainable development that were identified integrated some Western practices while maintaining and sustaining its own cultural norms and priorities” Towah (2019). The foregoing suggests that while glocalization may be desired and promoted, globalization is also important. Thus, for good governance to be embraced and ensured, there is a need to consider best practices across the globe and explore their suitability to the local context while still promoting localization based on the culture and norms of the people using the rural context in the case of this study.

Research question 3: How does educational leadership promote sustainable rural development? Sequel to reviewed and analyzed literature, the finding of this study showed that the roles of governance, policies, and educational leadership are intertwined. For instance, while it is true that policies and governance are capable of controlling and determining practices in the education system, this study finding showed that without education, sustainable development, which is the goal of different government and policies, remain unachievable. For instance, according to United Nations Educational, Scientific and Cultural Organization (2014), “sustainable development begins with education” (p. 1). This explains the importance and dear need for education as a requirement towards ensuring the achievement of desired sustainable development in any society – rural societies of the majority world, to be precise, based on the focus of this study. In congruence, Sajjad (2019), upholding that education plays a crucial role in rural communities, states that “Educating communities means developing schools and educating children and leaders. By doing so, rural communities will lead to a healthier and more sustainable future” (par. 2). Buttressing on how education affects governance and policies, Sajjad (2019) further states that “*Education can lead to many positive outcomes, such as an improved ability to understand policies, procedures, rights, duties, government schemes, legislation, available benefits, and protection laws*” (par. 2, italics added for emphasis). This suggests that good governance can be enhanced together with appropriate policies made and duly implemented. Thus, the United Nations Educational, Scientific and Cultural Organization (2014), citing Ban Ki-Moon, a one-time Secretary-General of the United Nations, reports that:

Education is a fundamental right and the basis for progress in every country. Parents need information about health and nutrition if they are to give their children the start in life they deserve. Prosperous countries depend on skilled and educated workers. The challenges of conquering poverty, combatting climate change and achieving truly sustainable development in the coming decades compel us to work together. With partnership, leadership and *wise investments in education, we can transform individual lives, national economies and our world* (p. 2, italics added for emphasis).

The foregoing suggests the potency of education to proffer solutions to various challenges of society. Meanwhile, Müller, Hancock, Wang, Stricker, Cui, and Lambert (2022) allude to the submission of UNESCO’s attempts to describe institutions of learning leaders to include “school principals, presidents and rectors of universities and colleges, heads of TVET centres and of staff training centres in private companies as main actors” (p. 3). The review and analysis of the study of Müller et al. (2022), which was targeted at investigating the roles of educational leadership and education for sustainable development (ESD) using the case studies of China, Germany, and the United States (US) show that educational leadership has pivotal and strategic functions to perform. Alluding to the works of Warner and Elser (2015) and Pepper

(2014), Müller et al. (2022) highlight that educational leadership has an important role to perform in order to ensure ESD. For instance, referring to the work of Müller, Lude, and Hancock (2020), Müller et al. (2022) state that “Principals must create a shared vision related to ESD within their schools and organize a participative process, emphasize ESD in daily life, support teachers in the application of ESD, and facilitate students’ engagement” (p. 3). This indicates that achieving ESD and, by extension, sustainable development through the route of educational leadership begins with the leaders of learning institutions having relevant visions aligned with sustainable development. Leaders should be able to communicate with their followers and see their achievements in their institutions. Thus, ESD and sustainable development can be a gradual process beginning from one institution of learning to another and the community. However, for such to be accomplished, educational leaders need to motivate themselves (Müller et al., 2022; Bennell, 2015). Motivation is also needed from other educational leadership members (Müller et al., 2022; Kanyimba, Katewa & Claassen, 2015). Conversely, Müller et al. (2022) identify the administrative duties of heads of learning institutions as a hindrance to their achievement of ESD. Suffice it to state that should hindrances be removed and ESD is achieved through the roles performed by leaders of institutions of learning, sustainable development can be in view. This corroborates the submission of Sajjad (2019), who in reference to rural settlements, submits that “In the long term, education in a rural setting should be focused on making rural people responsible for their participation in the following elements of rural development” (par. 5): employment and income opportunities, increase in the productivity of rural labor force, as well as education developing leadership. These are envisaged to bring about the desired rural development.

DISCUSSION

The findings of the study show that policies play crucial roles in ensuring sustainable development. However, they are to be well-designed and implemented. Thus, all relevant stakeholders, regardless of their status in society, are to be engaged in ensuring good design and promotion of the implementation of policies. This finding is supported by the work of Gondo (2019) as well as Matsenjwa, Grobelaar, and Meyer (2019), who hold the view that policy is critical in ensuring and sustaining development. Meanwhile, the findings on good governance are supported by the Department of Economic and Social Affairs: Office for ECOSOC Support and Coordination (2008), who sees the need and calls for governance to be strengthened as it is considered as one of the ways to sustainable development. Hence, governance being strengthened must be geared in the right direction by upholding the people’s values, which take cognizance of global practices and standards. Inclusivity in governance is also to be promoted. For instance, the Department of Economic and Social Affairs: Office for ECOSOC Support and Coordination (2008), opines that “There is now acceptance of the fact that we need to bring about a shift to a more inclusive concept of governance, including cooperation of various levels of government, the private sector

and civil society” (p. 22). Additionally, the work of the Department of Economic and Social Affairs: Office for ECOSOC Support and Coordination (2008) suggests the need for synergy in terms of policy and governance with regard to sustainable development. In other words, there are links between policy and governance in ensuring the desired sustainable development. Additionally, the Department of Economic and Social Affairs: Office for ECOSOC Support and Coordination (2008) reporting on a global scale presents that “Multilaterally coordinated policy action is necessary to prevent a global recession and a disorderly adjustment of the global imbalances” (p. 22). This implies that even at a larger scale, to avoid global imbalance as well as recession which hampers sustainable development, policies that are agreed upon and embraced by different relevant parties should be advocated for. Thus, in the case of specific rural societies in the majority world, various relevant stakeholders are to be engaged and made to buy into the policies before such can thrive appropriately.

Additionally, the findings of the study showed that whilst governance and policies of government can impact educational leadership, the reverse can also be the case. Thus, the roles of educational leadership in promoting sustainable development can be considered hinged on good governance, which brings about and promotes the design and implementation of needed appropriate policies. At the same time, good governance and policies can influence the quality of provided education. This finding supports the work of Edgerton, Polikoff, and Desimone (2017), who holds the view that policy is capable of affecting classroom practices. The foregoing indicates that policy, good governance, and educational leadership are interconnected.

CONCLUSIONS

Sustainable rural development is achievable through good governance, appropriate design and implementation of policies as well as educational leadership. These three are interconnected though they can be independent and perform diverse roles in isolation. They also influence and affect one another in different capacities and in the end, determine the extent to which sustainable development can be achieved. Sequel to the findings of this study, the following recommendations are made:

- » Educational leaders should be engaged in policy-making with regard to rural communities. This can be done by allowing a representation of educational leaders during policy-making or review sessions.
- » Leaders of learning institutions in rural communities in the majority world should be encouraged to promote ESD in their schools. This can be done by deliberately reducing their administrative duties and holding them to task with regard to ESD.
- » The governance provided to rural communities should consider the needs of the local people as well as their values. This would aid the promotion of glocalization, though, at the same time, globalization should be kept in view.

LIMITATIONS OF THE STUDY AND SUGGESTIONS FOR FUTURE RESEARCH

This study was limited to review, analysis, and synthesis of relevant literature. The study is targeted and hoped to serve as an inspiration to researchers and provoke them into undertaking quantitative and/or qualitative or mixed method studies in the direction of this review. It is therefore suggested that a similar study be conducted in this area empirically. This can be done using qualitative, and/or quantitative, or mixed methods approaches.

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ROLA POLITYKI, ZARZĄDZANIA I EDUKACJI NA RZECZ ZRÓWNOWAŻONEGO ROZWOJU W KRAJACH GLOBALNEGO POŁUDNIA: PRZYWÓDZTWO

ABSTRAKT: Rozwój obszarów wiejskich pozostaje głównym wyzwaniem dla rządów w większości krajów świata. Powodem tego są różne czynniki, jednak edukacja została zidentyfikowana jako znaczące narzędzie zmian, zdolne do promowania rozwoju tych obszarów. Nie dzieje się to w oderwaniu od polityki i zarządzania, które są postrzegane jako utrudnienia dla edukacji i innych sektorów we wspieraniu rozwoju obszarów wiejskich. W niniejszym badaniu zidentyfikowano konkretne role, jakie polityka i dobre zarządzanie mają do odegrania w zapewnieniu zrównoważonego rozwoju społeczności wiejskich w krajach globalnego Południa za pośrednictwem edukacji. Wyniki badania wskazują, że istotne jest, aby liderzy edukacyjni byli zaangażowani w tworzenie polityki w odniesieniu do społeczności wiejskich. Zarządzanie zapewniane społecznościom wiejskim powinno uwzględniać lokalne potrzeby i wartości ludzi, promując w ten sposób globalizację, dając jednocześnie miejsce na globalizację.

SŁOWA KLUCZOWE: liderzy edukacyjni, edukacja na rzecz zrównoważonego rozwoju (EZR), zarządzanie, kraje globalnego Południa; polityka (polityki), zrównoważony rozwój obszarów wiejskich

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Activating plurilingual and pluricultural repertoires in English language (pre)primary grades in Poland for better school integration

ABSTRACT: This article reports on the experience of four English language teachers from Poland who participated in the Erasmus+ “Teacher Culture Pluri” (TEACUP) project on plurilingual and pluricultural education and found themselves in a situation (post-February 2022) in which they had to reflect on their role in the educational process and reconstruct their educational practices and spaces around them to include children from Ukraine. This article presents theoretical reasoning and the outcome of opening learning spaces in foreign language (FL) classrooms to pupils’ linguistic diversity for better school integration.

KEYWORDS: *plurilingual, pluricultural, (pre)primary, ELT, Poland*

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INTRODUCTION

In Poland, the language-in-education policies favor a monolingual foreign language (FL) policy, which is easier to implement in mainstream education (Liddicoat, 2022). There is no diversity in foreign language education in Poland in the sense that teachers are educated to teach one language. A single curriculum and materials are developed for teachers mainly by publishing houses. There's also one assessment system that evaluates learning outcomes. However, that does not mean that FL teachers cannot find spaces within their lessons where they can implement elements of multilingual FL education. This article reports on the experience of four English language teachers who were faced with an unexpected situation of having to cope with an influx of children from Ukraine after the war started and decided to undertake steps to open up spaces in their FL classes to pupils' linguistic diversity.

The above-mentioned Polish teachers who participated in the Erasmus+ Strategic Partnership for Higher Education “Teacher Culture Pluri” (TEACUP) 1-ES01-KA203-064411 project (2019-2022) as course participants from September 2021 till September 2022 found themselves in a situation (post-February 2022) in which they

¹ <https://teacup-project.eu/site/>

The project leader was the University of Córdoba in Spain, and the project partners were: University of Lower Silesia, Poland; Texas Woman's University, the USA; University of Oldenburg, Germany; University of Bremen, Germany; and Tanárok Európai Egyesülete (TEE), Hungary.

The project delivered six educational modules in an international collaboration that highlight synergies in the teaching of various languages and cultures, thereby integrating the notions of plurilingualism and pluriculturalism into international training programs for foreign language teachers.

had to reflect on their role in the educational process and became active creators of the educational spaces and practices around them. As Klus-Stańska (2011) notices, to be able to make changes in one's educational practice, it is necessary to become aware of the ambiguity and discursiveness of the assumptions underlying the methodology one practices and to distance oneself from routinely applied didactic solutions reflexively. The new school reality, or rather the school chaos caused by the war in Ukraine, enforced adaptations to teachers' customary practices and created space for experimenting with various teaching approaches.

The Erasmus+ TEACUP project's goal was to promote high-quality, evidence-based, sustainable solutions for the integration of the plurilingual/pluricultural approach into international foreign language education (Muszyńska & Gomez-Parra, 2021). Therefore, the resources used during the teacher training were appropriate for the in-service teachers. Participation in the Erasmus+ TEACUP project cast a new light on plurilingual and pluricultural teaching practices. The first training organized in September 2021 in Wrocław, Poland, can be described as a discovery of a concept that seemed a bit foreign to the teachers. When the second training took place in April 2022 in Córdoba, Spain, the theme of the training suddenly made complete sense, and highly engaged teachers from Poland. They subsequently decided, of their own accord, to implement the elements of plurilingual and pluricultural education in their English language classrooms between May and the end of June 2022. Such initiatives are seen as the added value of the project. The teachers have subsequently presented their work at the International TEACUP Conference at the University of Bremen in Germany to a wider, international audience. This article discusses these teachers' experiences of opening up spaces and demonolingualizing their English language classrooms for the benefit of all students (Ibrahim, 2020).

THEORETICAL BACKGROUND

“The plurilingual approach emphasizes the fact that as a person's experience of language in its cultural contexts expands, from the language of the home to that of society at large and then to the languages of other people (whether learned at school or college, or by direct experience), he or she does not keep these languages and cultures in strictly separated mental compartments, but rather builds up a communicative competence to which all knowledge and experience of language contributes and in which languages interrelate and interact” (CEFR 2001 Section 1.3.).²

What is noteworthy, plurilingual and pluricultural education takes into account the language and educational needs of all pupils at school who are perceived as 'native' speakers of a given European national language and may use different national languages in specific communicative situations (Garcia & OrtheGuy, 2019). It promotes personal development and encourages students to respect and accept the diversity of languages and cultures in a multilingual and multicultural society by

² <https://rm.coe.int/chapter-4-plurilingual-and-pluricultural-competence/1680ao84b5>

helping them to become aware of the extent of their competences and development potential (Beacco, 2016).

Resorting to pluralistic approaches is a necessity for any teaching endeavor that seeks to comply with the concept of plurilingual and pluricultural competence as formulated in the CEFR descriptors.³ By providing learners with exposure to different languages and cultures, these approaches are critical to developing positive beliefs and attitudes toward linguistic and cultural diversity, as well as toward language learning (Candelier et al., 2016). Making connections between languages, expressing the understanding of differences, and learning a language based on knowledge of another language, are diverse and complex aspects of multilingual and intercultural competence, which the framework of reference for pluralistic approaches to languages and cultures (FREPA) publication⁴ concretizes. The plurilingual perspective focuses on learners and the growth of their individual plurilingual repertoire, and not a specific language to be learned (Beacco, 2016, p. 20). Pluriculturality refers to the standpoint of learners and their ability to participate in different cultures by acquiring several languages, and in this respect, it becomes a personal competence. Interculturality, on the other hand, is the capability to experience otherness and diversity, analyze that experience and gain from it (Beacco, 2016, p. 20). Nonetheless, the realization of the concepts described above is not possible in language education, where we teach languages (and cultures) in isolation and follow a monolingual curriculum and teach isolated snippets of information about the target language and culture (Liddicoat, 2004). Such a curriculum allows students to experience only one perspective on the world and foster diversity, critical thinking, reflection, and action towards a better understanding of self and others (Muszyńska, 2021).

The plurilingual and pluricultural approaches are officially recommended by the Council of Europe [CoE Recommendation on the importance of plurilingual and intercultural education for democratic culture, Feb 2022]⁵; nevertheless, in practice, this idea is replaced by the dominance of an unofficial monolingual paradigm in which English is privileged (Kotarba-Kańczugowska, 2015), a paradigm in which product-oriented, monolingual, and norm-based teaching suppresses complex dispositions and strategies learners bring from outside the classroom (Canagarajah, 2013). Monolingual orientations come with readymade meanings and values which are to ensure students' communicative success. It does not provide space for co-constructing meanings (Canagarajah, 2013, p. 8). Translanguaging – using all one's language resources to communicate – goes beyond language boundaries by acknowledging full learners' language repertoire (García & Kleyn, 2016). Nevertheless, it is the teacher's understanding and beliefs about multilingual pedagogies that affect the manner in which they facilitate students' language use (Romanowski, 2021), which

3 as above

4 <https://www.ecml.at/Resources/ECMLresources/tabid/277/ID/20/language/en-GB/Default.aspx>

5 <https://www.coe.int/en/web/education/-/new-council-of-europe-recommendation-on-the-importance-of-plurilingual-and-intercultural-education-for-democratic-culture>

is why teacher training is crucial in promoting strategies and enhancing the teaching pedagogies of an educator.

Nowadays, the Council of Europe recommends that plurilingualism should form the basis for curricula in compulsory education, also to minimize exclusion in society. Therefore, inclusive foreign language teaching that is sensitive to (linguistic) diversity is desirable in teacher training. Such a model requires teachers who show an affirmative and liberal attitude toward different languages and varieties (Pfungsthorn & Giesler, 2022, p.107). The teacher training modules developed in the Erasmus+ TEACUP project were designed with a related goal in mind: to deliver educational modules that highlight synergies in the teaching of various languages and cultures, thereby integrating the notions of plurilingualism and pluriculturalism into international training programs for FL pre-and in-service teachers. This is the training the teachers sharing their experience in this article have benefited from.

CONTEXT

Due to the war-related trauma and fleeing one's home, we decided not to put the Ukrainian students on the spot and create a safe and welcoming learning environment. In doing so, we were determined to open up spaces for plurilingual and pluricultural learning in order to center learning on the speakers' existing repertoire (García & OrtheGuy, 2019). This was partly because the teachers were not fully familiar with the linguistic repertoire of the Ukrainian children. That being said, as it turned out, they were also not fully familiar with the linguistic repertoire of the Polish pupils either.

A decision about the use of similar activities in the kindergarten and lower-primary grades 1, 2, and 3 and modification of those activities for different groups of learners has been made. The teachers did not aim for a particular outcome; rather, they were to observe and act upon what happened during the lesson as a result of what they initiated. The project involved a short pre-assessment, a series of lessons, and a post-assessment. The activities used were inspired by those developed in the Multilingual Families project,⁶ as they were in line with the plurilingual and pluricultural paradigm. The activities are described in detail in the above-mentioned document; simply search by the activity names mentioned in the text below. In this article, modifications of the activities are presented, and their course of action, which is our main focus.

⁶ Activities to support multilingualism at school

<https://www.skolapelican.com/wp-content/uploads/2015/05/Activities-to-support-multilingualism-at-school.pdf>

The authors

Barbara Muszyńska, an assistant professor at the DSW University of Lower Silesia in Wrocław. Her teaching and research focus on developing new forms of research-based cross-curricular approaches to teaching and learning languages. She sees plurilingual and inclusive education as being of paramount importance in today's world. Her research is interdisciplinary, combining educational linguistics and pedagogy.

All teachers who participated in the TEACUP project are graduates of the DSW University of Lower Silesia.

Joanna Dybała has been working for the last four years as an English language teacher in Primary School no 1 in Trzebnica. She works with lower-primary grades 1-3 (ages 7-9). Her work is very much in line with her passion for languages, cultures, and intercultural teaching. Joanna speaks English and communicates in German, Spanish, and Russian.

Agnieszka Czekajło has been working for the past seven years as a class and English language teacher at Układanka Kindergarten in Święta Katarzyna. Before that, she lived in England for 11 years and worked with small children in her own child-minding setting. She speaks some German and Dutch. In everyday work with children, she increasingly uses the CLIL approach and project-based teaching, including international eTwinning projects.

Aleksandra Zagrodna has been working for the last three years as an English language teacher in Primary School in Długoleka. She works with primary grades 1-3 (ages 7-10). Before that, she had been working as a class teacher in the kindergarten for ten years. She has done her first steps as a teacher in Ireland, where she lived for nine years and worked with children in a kindergarten.

Marta Kołodziej has been working for the past four years as an English teacher in a Salesian Primary School Don Bosco in Wrocław. Before that, she was teaching in kindergarten. In her everyday work, she aims to spread enthusiasm for learning languages and enhance our understanding of ourselves, each other, and the world around us. She enjoys expanding her horizons to provide better education for pupils.

The project activities

PRE-ASSESSMENT

As mentioned above, project activities started with a pre-assessment. It was the same for every group of students, as we were interested to see how foreign language awareness is represented in the participating groups. The pre-assessment was not anonymous because it was not a research survey. The teachers have conducted it as part of classroom activities as they wanted to learn more about their new learners from Ukraine. The pupils did not have any reason to lie answering the survey; it was not graded. The pre-assessment consisted of four statements (written in Polish and

English in the original document, see photos below). In total, 124 pupils answered the pre-assessment form.

1. I like learning languages.
2. I know lots of words in other languages.
3. I know people who speak other languages.
4. I can tell when someone speaks other languages.

The children were asked to select one of the three emoticons, as not all children taking part in the survey could read or write – especially preschool children. Each emoticon indicated: *yes*, *no*, or *I don't know*.



Photo 1. Photo taken by the author (A. Zagrodna)



Photo 2. Photo taken by the author (A. Zagrodna)

In A. Czekańo's group of 6-7-year-olds, children from Ukraine mostly marked emoticons corresponding to the word 'no' in each statement. When asked about Ukrainian and Polish, they were surprised that these could be foreign languages. Polish children answered in a similar manner by indicating they don't know people who speak a foreign language, even though they were in a foreign language class and now had Ukrainian-speaking children in the same learning space.

In J. Dybała's group of 7-8-year-olds, most pupils declared they knew other foreign language speakers. However, for the last question, the answer was not so obvious to them – they created their own answers like "I'm not sure" or "It depends on the language". All the answers showed that they were rather self-confident about other languages.

In A. Zagrodna's group of 8-year-olds, almost everyone chose a happy face with the question about learning languages, and also, at the same time, the kids realized that they know lots of words in other languages. They seemed satisfied that they knew people who could speak other languages. All kids were able to tell when someone spoke a foreign language.

In M. Kołodziej's group of 10-year-olds, the majority of children (14 out of 18) colored a smiling face in statement one. Four children were not sure if they liked learning languages, but no one colored the sad face, and this is encouraging feedback. Children in this group did not seem to be confident with their language competence, and most of them marked that they didn't know many words in other languages. Nevertheless, all pupils agreed that they could recognize when someone speaks a foreign language. This means that children are attentive, and this is a very good sign. Surprisingly, children asked if they could share what languages they learned outside the school. They mentioned Dutch, Spanish, French, Italian, and Danish.

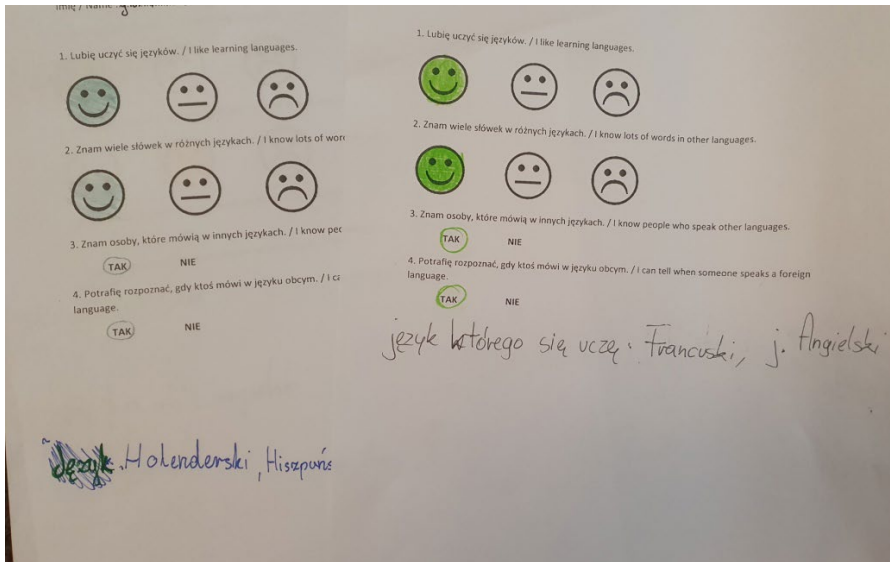


Photo 3. Photo taken by the author (M. Kołodziej)

The results of the pre-assessment per grade are presented below to provide a visualization of the learners' answers in different age groups.

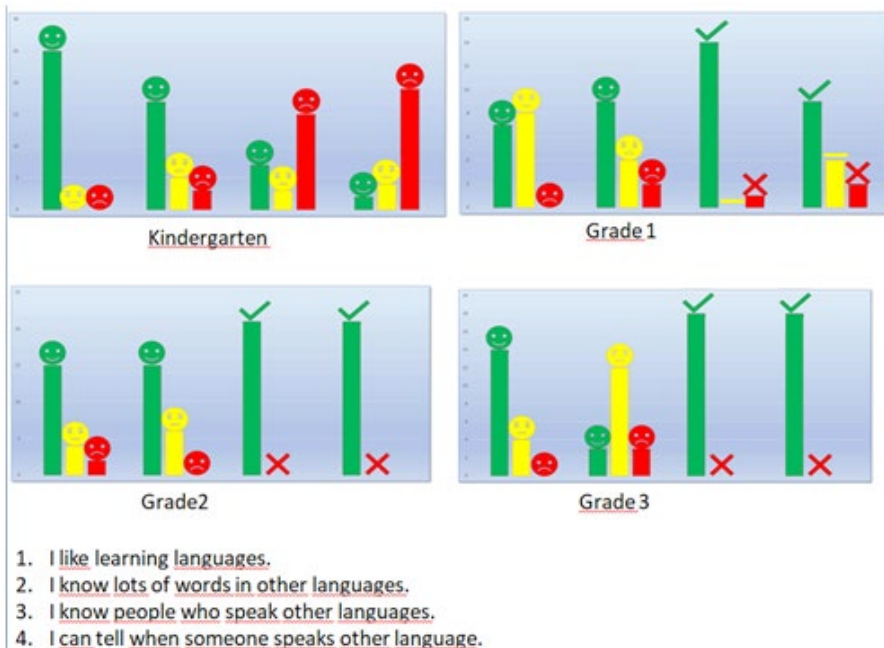


Figure 1. Results of the pre-assessment.

The results from the pre-assessment survey provided information about students' foreign language awareness, their perceptions, and knowledge of languages. As it turned out, also languages other than those taught at school allowed the preparation and modification of the activities that followed, as presented below.

We met online to discuss the activities and their modifications for different groups of learners. It was at times hard to foresee how many students would be in the lesson, due to the constant influx of children from Ukraine, which had to be considered in the lesson planning.

WORDS BEHIND LETTERS

The aim of the activity was to introduce the languages present in a class through the alphabet, letter-sound correspondence, and common words in the languages present in class. The task was to create a sheet of letters of the alphabet with pictures and words.

In the original activity,⁷ teachers familiarize themselves with the alphabet of a selected language and prepare a set of words to be used to represent each letter of the alphabet. The teacher introduces the alphabet on the board together with the words, then asks a multilingual child to come to the front of the class to demonstrate the correct pronunciation of the words. Then children copy the alphabet on a large piece of paper, write the words and draw pictures to help them remember the words.

The outcome of the modification of this activity was astounding. The teachers defined the general aim of what they wanted to achieve: to learn about (different from the original aim 'to introduce') the languages present in a class through the alphabet, letter-sound correspondence, and common words. The result of a teacher's preparation of an unknown alphabet is presented in J. Dybała's lesson below. All in all, the activity was handed over to the learners trusting they would have wonderful ideas, and we were not disappointed. In our version, the activity was owned by the children from the very beginning. The introduction of the activity was done by the teachers. The content the students worked on came directly from them, as described below. If they modeled the pronunciation of words, it was done of their own accord, spontaneously. At the end of the activity, students were not asked to record anything in their notebooks unless they wanted to. They were also not required to memorize any words. Still, from the subsequent lessons and our observations, we can say that they remembered many different words they were talking about in class and started using them on various occasions.

7 <https://www.skolapelican.com/wp-content/uploads/2015/05/Activities-to-support-multilingualism-at-school.pdf>

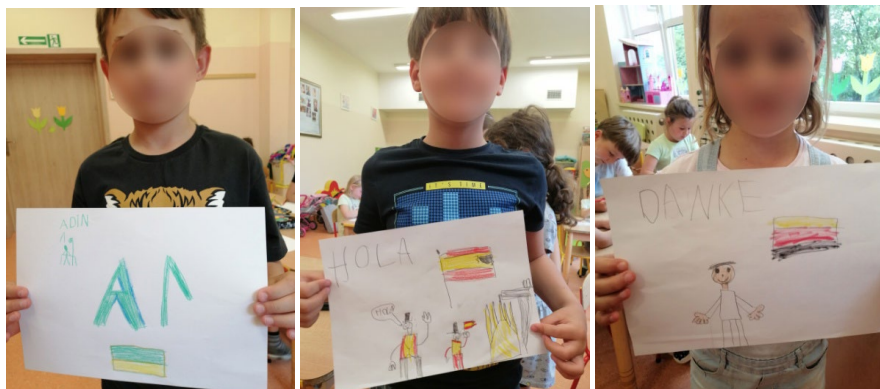


Photo 5. Photo taken by the author (A. Czekajło)

In A. Czekajło's group of 6-7-year-olds, not all children participating in this activity could write, so letter cards were prepared, which children learned during the school year. The children were asked to think of a word in a chosen language in a given letter. They started drawing or writing the words they knew. Surprisingly, they also started drawing the flags of the countries the words came from. We laid out all the words on the carpet; there were lots of them, and pupils recalled words they had heard on holidays. Then games were played, which allowed the children to listen to the words pronounced several times in different languages.

In A. Zagrodna's group of 8-year-olds, kids wrote the Ukrainian, Polish, and English alphabets together and later compared them. Two of the children, a girl from Ukraine and a Polish girl born and brought up in England for seven years, found common words and letters they wanted to work on. The Ukrainian alphabet proved more challenging for the students than the Polish or English one. However, this is when the Ukrainian kids felt proud and happy to help.



Photo 6. Photo taken by the author (A. Zagrodna)

In J. Dybała's group of 7-8-year-olds, classes started with printing out the Ukrainian alphabet and hung it on the board with the Polish one. Shortly after, it turned out that the Ukrainian alphabet was actually a Russian one. The Ukrainian pupils immediately said, "These letters don't appear in the Ukrainian alphabet". Ukrainian children were the first ones to become pronunciation experts, but the Polish learners soon followed and were able to pronounce some of the sounds in Ukrainian and sounded flawless and very satisfied. Shortly after, learners started speculating which Polish letters sounded similar to the Ukrainian ones. Pupils quickly learned that there were some letters that couldn't be matched and were wondering and discussing why. These were some complex discussions they had. Sufficient space and time were provided for this to occur in class. Another task in the project was for the Polish children to transcribe the Ukrainian letters on a large piece of paper and stick the same-sounding Polish characters to them. The Ukrainian children were supervising this task. All the way, though, the teacher's role was mainly to observe and provide support when needed.



Photo7. Photo taken by the author (J. Dybała)

The next step was to paint pictures underneath the letters to represent something beginning with that letter. This is where the children were most surprised because they realized that despite the differences between the languages, many words begin with the same letter. Moreover, comparing the pronunciation of words in Polish and Ukrainian and finding common sounds came as a great surprise for them. The "Aha!" moment of realization and comprehension resulted from their own discovery.

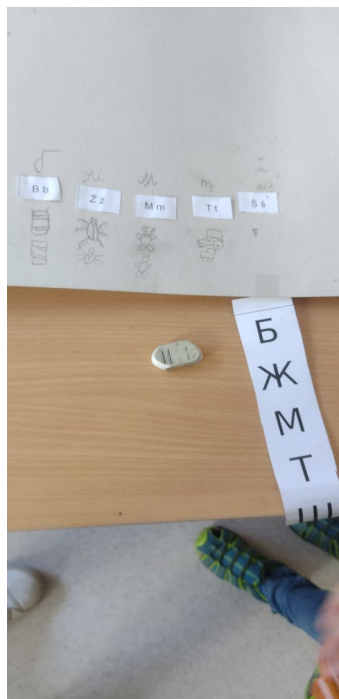


Photo 8. Photo taken by the author (J. Dybała)

In M. Kołodziej's group of 10-year-olds, children worked in three groups. One group worked with the English alphabet, the second with the Polish alphabet, and the third with the Ukrainian alphabet. What was interesting was that one girl from Ukraine wanted to work on the Polish alphabet with other Polish girls. Boys from Ukraine had some difficulties writing words and required support from an assistant teacher dedicated to Ukrainian children. It turned out that these boys come from the part of Ukraine where mainly Russian is spoken at home. However, in recent years, the Ukrainian language was introduced to schools; therefore, they knew Russian from home and Ukrainian from school. They were visibly translanguaging between Russian and Ukrainian in the project lessons.



Photo 9. Photo taken by the author (M. Kołodziej)

MANY HATS – MANY LANGUAGES

The aim of the game was to widen linguistic awareness, sample words in all languages present in the classroom, make different languages visible, and strengthen the self-confidence of the speakers of the languages by positioning them as experts.

In the original activity,⁸ the teacher was in charge of collecting the names of objects in all the languages children speak in class and then preparing the colored hats. The procedure was to ask a child to pick a hat with their eyes open and to say at least two words in the language that the hat represents.

The modification done in this project was to learn from the children what languages (or words from given languages) they know and to prepare hats – see an interesting modification in M. Kołodziej's class below. The children were subsequently encouraged to choose any of the hats they wanted and to say any number of words that they wished to say.

In A. Czekajło's group of 6-7-year-olds, hats with the flags of the countries mentioned by the children in the previous classes were prepared. Children were saying a word in the chosen language while pointing at hats with flags. The children enjoyed the game so much that they began to modify it. They wanted to learn how to say hello in different languages and asked to be recorded on video when playing the hats game.

In M. Kołodziej's group of 10-year-olds, this was one of the best workshops, and the class had lots of fun during the lesson. First of all, the main idea had to be modified because self-assessment showed that most children speak (learn) other languages outside of school. So three hats were prepared – English, Ukrainian, and green one for other languages selected by the pupils. The green hat turned out to be their favorite. They tried to speak French, Spanish, Italian, and Czech; one of the boys even tried to speak Chinese as he knew a few words from cartoons. Sometimes Ukrainian

8 <https://www.skolapelican.com/wp-content/uploads/2015/05/Activities-to-support-multilingualism-at-school.pdf>

children drew the Ukrainian hat so they could share their knowledge of their mother tongue with others.



Photo 10. Photo taken by the author (M. Kołodziej)

In A. Zagrodna's group of 8-year-olds, the pupils worked together and took turns picking up a flag to say a word indicated by that flag. They were all excited that they knew so many words in the different languages. They were asking the teacher if they could do these activities again soon. At the end, they spontaneously decided to make a short video.



Photo 11. Photo taken by the author (A. Zagrodna)

POST-ASSESSMENT

The post-assessment involved answering the same questions that learners had been asked to answer at the very start of the project.

In A. Czekajło's group of 6-7-year-olds, the children's answers were different than at the start of the project. This time every child claimed to know many words in foreign languages. During circle time, the pupils began to talk about the words they heard during the holidays, while watching fairy tales, playing games, or words in Ukrainian they learned from their new friends. Children began to notice people in their close environment who spoke foreign languages. They began to talk about neighbors who not only speak a foreign language but also celebrate the holidays in a completely different way than in their homes. Students in both groups in which the project was carried out liked the activities very much. Since these classes were conducted close to the end of the school year, the children expressed their sadness about being unable to carry out more similar activities. However, during the free play time, they began to create lapbooks with flags of different countries and flashcards with flags and maps.



Photo 12. Photo taken by the author (A. Czekajło)

In M. Kołodziej's group of 10-year-olds, post assessment did not take place due to teacher's maternity leave, so only verbal feedback was given by children at the end of the workshop. Most children enjoyed activities, and continued playing with hats on during the breaks. Also they were proud of their alphabets hanging on the walls. One boy from Ukraine said that he did not enjoy activities, so he did not want to take part in them. He joined the class in March 2022 after fleeing with his family from a war zone, leaving behind their home and relatives.

For A. Zagrodna and J. Dybała's classes, the post-assessment only happened as an oral summary of the classes conducted with students. In one of the classes, it was

hard for some of the Ukrainian students to understand why some of the kids, for instance, the Polish girl brought up in the UK, were able to speak Polish and English fluently and did not have to learn any of these languages. The reason why the post-assessment did not take place in the two mentioned classes is two-fold. First of all, children needed and asked for more time to work on some of the activities introduced. Secondly, the project ended right before the end of the school. June was a busy month with school trips and other activities organized at schools.

CONCLUSIONS

In summary, in our opinion, the process of activating plurilingual and pluricultural repertoires in English language (pre)primary grades has embraced learners' translanguaging practices in the classroom. The activities took place in authentic, communicative situations and, as a consequence, stimulated curiosity about other languages. Learners have become more attentive and receptive to unfamiliar words, letters, sounds, and meanings of words in different languages in the process of analyzing them drawn by their curiosity. This situation may occur when teachers do not perceive themselves as knowledge-givers nor see students as knowledge-receivers (Johnson, 2004). The teachers became co-learners in a translanguaging landscape where learners negotiated differences and achieved shared understandings (Li Wei, 2014).

At the start of the project, children from Ukraine were unable to express themselves due to the language barrier. However, from the moment the project began, they were the object of interest and curiosity of Polish students who wanted to learn new words in the Ukrainian language. This added to their confidence and well-being, and they started slowly opening up. In our view, the above-presented activities were engaging and meaningful for students. They were a perfect way to welcome new students to our classes and laid the foundations for further work with them.

The lessons' delivery can be characterized as having the right pace for all students. This is because pupils were free to modify the activities and pursue their learning in a desired direction at their own pace, leaving the teacher as a participant-observer of the classroom scenarios as they developed. The learners were spontaneously focusing on the growth of their individual plurilingual repertoires to communicate, not a specific language; nonetheless, the English language was present in the classrooms. However, we cannot say that the pupils were building on their knowledge of English, rather, they were looking for other common grounds and similarities between the languages present in the classroom. They used the languages as a learning strategy (Ibrahim, 2019).

The knowledge of a language was treated as an asset which positioned all students as experts. This was especially important for the children from Ukraine. Nonetheless, all students felt empowered by their unconscious knowledge of their home languages.

This project allowed us all to reflect on the roles and functions of a language teacher as an educator in a multilingual and multicultural classroom. Thus, our team

is going to continue networking activities and the endeavor of providing spaces for plurilingual and pluricultural practices in our classrooms, on kindergarten, lower-primary, and higher education levels for the benefit of all of our learners.

Ethics statement

The participating institutions have received informed consent from parents in accordance with Polish law to use students' photographs and videos in this article.

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**REALIZACJA PODEJŚCIA PLURILINGWALNEGO I PLURIKULTUROWEGO
NA LEKCJACH JĘZYKA ANGIELSKIEGO W SZKOŁACH PODSTAWOWYCH ORAZ
PRZEDSZKOLU W POLSCE**

ANSTRAKT: Artykuł przedstawia doświadczenia czterech nauczycielek języka angielskiego z Polski, które uczestniczyły w projekcie Erasmus+ „Teacher Culture Pluri” (TEACUP). Projekt dotyczył edukacji różnojęzycznej i różnokulturowej. Autorki znalazły się w sytuacji (po lutym 2022 roku), w której musiały zastanowić się nad swoją rolą w procesie edukacyjnym oraz zrekonstruować swoje praktyki i przestrzenie nauczania i uczenia się, aby włączyć do nich dzieci z Ukrainy. W artykule przedstawiono teoretyczne uzasadnienie i rezultat otwarcia przestrzeni uczenia się w klasach z języka angielskiego na różnorodność językową uczniów.

SŁOWA: różnojęzyczność (plurilingwalność), szkoła podstawowa, różnokulturowość, nauczanie języka angielskiego

SPRAWOZDANIA

REPORTS

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Report from the 1st International Conference: Teacher. Change – Development

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The 1st International Conference: Teacher. Change – Development took place in Krakow on May 8-10, 2023. It was organised by a team of researchers from the Department of Pedeutology and Pedagogical Therapy of the Institute of Special Pedagogy, Education and Teacher Training of the Pedagogical University of Krakow, led by dr hab. Joanna M. Łukasik, prof. UP.

The presence of teachers and their profession in the social discourse on the dynamics of socio-cultural and civilization changes constituted a direct impulse to organise this scientific event. It was recognised that these changes impact teachers, pupils, their parents, as well as the school institution itself because they can be conducive to both new activities, initiatives, and the implementation of plans, as well as cause previously non-existent difficulties. This may result in anxieties and uncertainties, with which the teaching profession may become even more burdensome, infused with fear and helplessness in the face of the observed changes and the inability to confront them. Despite numerous studies on schools and modernisation in education, there are still insufficient systemic solutions. Hence, during meetings and discussions preceded by lectures and workshops, there was a chance to analyse, discuss and search for new solutions. In this way, the conference was an excellent platform for scientific discourse and the initiation of new international research projects and initiatives. Its main goals were concerned with:

1. Diagnosing teachers' psychophysical condition and competence in relation to socio-cultural and civilizational changes.
2. Determining development prospects in the context of teachers' life satisfaction and professional fulfillment.
3. Promoting modern scientific thought and research in the field of teachers' functioning in the face of change and the potential of its development.
4. Searching for conditions for further professional development.

In line with the dynamics of change, with the above objectives in mind and the current knowledge on research in the field of the teaching profession at hand, the organisers facilitated a meeting of 106 eminent representatives of the world of pedagogical science and practice from 33 universities from Poland and 19 from other countries.

The conference structure assumed plenary sessions with discussion, as well as thematic sections and workshops.

In Plenary Session 1, the following lectures were presented: Prof. Agnieszka Cybal-Michalska from Adam Mickiewicz University in Poznań, Poland: *Teacher as a creator of shaping pro-development and proactive orientation of youth in the world of permanent change*; Prof. Mirosława Nowak-Dziemianowicz from WSB University, Poland: *The question about the teacher, education, and school in a situation of permanent change. Between helplessness and causation*; Prof. Hirofumi Hamada from Tsukuba University, Japan: *The role of teachers in the contemporary trends of educational reform: A critical review of the current situation in Japan*; Prof. Judy Larsen, Ph.D., from University of the Fraser Valley, Canada: *Learning from the Waves: Building Thinking Classrooms as a catalyst for teacher change (on-line)*. Assoc. Prof. Jeremy Delamarter from St. Martin's University, USA, and Assoc. Prof. Agnieszka Szplit from the Jan Kochanowski University in Kielce were the moderators in this session.

In Plenary Session 2, the following lectures were presented: Assoc. Prof. Jeremy Delamarter from St. Martin's University, USA: *Becoming something new: Imagination and play in teacher preparation*; Prof. Andreas Hejj, Ph.D., from University of Pécs, Hungary: *Factors influencing teachers' psychophysiological condition and behaviour*; Assoc. Prof. Agnieszka Szplit from Jan Kochanowski University in Kielce, Poland: *Do we preach what we teach? Teacher educators as learners* and Prof. István Zsigmond from the Sapientia Hungarian University of Transylvania, Romania: *Teaching metacognition – an essential goal of the modern education*. Prof. Andreas Hejj, Ph.D., from the University of Pécs, Hungary, and Prof. Vincenzo Piccione from the University of Roma Tre, Italy, were moderators in this session.

In Plenary Session 3, the discussion was introduced by the following speeches: Prof. Joanna Madalińska-Michalak from the University of Warsaw, Poland: *Leadership Matters: What the ISSPP Research Program says about the successful principals and teacher quality*; Prof. Vincenzo A. Piccione from the Università Roma Tre, Italy: *Present youngsters' learning styles, present teachers' teaching approaches*; Assoc. Prof. Stefan T. Kwiatkowski from The Christian Theological Academy in Warsaw, Poland: *Teachers' sense of self-efficiency – theoretical and practical aspects*; Prof. Andrea Óhidy from Freiburg University of Education, Germany: *Teachers' professional development through mentoring projects in teacher training (on-line)* and Prof. Rafał Piwowarski from Maria Grzegorzewska University, Poland: *Some challenges for the teaching profession*. Prof. Marcin Kaźmierczak from Universitat Abat Oliba CEU Barcelona, Spain, and Prof. Rafał Piwowarski from Maria Grzegorzewska University, Poland, were moderators in this session.

In Plenary Session 4, there were the following contributions: Assoc. Prof. Anna Perkowska-Klejman from Maria Grzegorzewska University, Poland: *Reflexivity as a key category of training for the teaching profession*; Prof. Luis Castanheira, Ph.D., from The Polytechnic Institute of Bragança, Portugal: *Being a brilliant professor nowadays. What are your thoughts regarding it*; Prof. Remigijus Bubnys, Dh.D., from Vilnius University – Šiauliai Academy, Lithuania: *Reflective learning for professional development: The story of the pre-service teacher's lived experience (on-line)*. Prof. Luis Castanheira, Ph.D., from The Polytechnic Institute of Bragança, Portugal, and Prof.

Jorge Exposito-Lopez, Ph.D., from the University of Granada, Spain, were the moderators in this session.

Significant research categories were developed during the discussions in the plenary sessions. Among other things, it was pointed out that research (or continuation or comparative research) should be undertaken on such categories as an adaptation to the profession at the beginning of the professional career, recognition, and prestige of the teaching profession, teacher's personal and professional development, teaching resources management, teacher reflexivity, innovation in teacher training, recruitment for the teaching profession (recruitment for studies preparing for the teaching profession and recruitment to schools for teaching positions) and others.

Plenary sessions also constituted introductions to topics presented by their participants. The topics of the key speakers were known to all participants six months in advance, which made it possible for the participants to prepare appropriately and for the organisers to divide the presentations into thematic sections efficiently. This approach made it possible to isolate eight thematic sections:

1. Teacher towards social changes (Moderators: Prof. Jorge Expósito-López from University of Granada, Spain and Assoc. Prof. Paweł Kaźmierczak from Jesuit University Ignatianum in Krakow, Poland);
2. New areas of research on the teaching profession (Moderators: Assoc. Prof. Łukasz Albański from Pedagogical University of Krakow, Poland, and Anna Mróz, Ph.D., from Pedagogical University of Krakow, Poland);
3. Teacher development in the face of new challenges of the employment market (Moderators: Assoc. Prof. Norbert G. Pikuła from Pedagogical University of Krakow, Poland, and Prof. Jordi Colomer from the University of Girona, Spain);
4. New contexts for teachers' professional work (Moderators: Assoc. Prof. Diana Antoci from "Ion Creangă" State Pedagogical University, Moldova and Anna Kwatera, Ph.D., from Pedagogical University of Krakow, Poland);
5. Teacher and student in the dynamics of social and educational changes (Moderators: Agnieszka Muchacka-Cymerman, Ph.D., from Pedagogical University of Krakow, Poland, and Katarzyna Tomaszek, Ph.D., from University of Rzeszow, Poland);
6. A teacher in designing students' educational and professional careers (Moderators: Assoc. Prof. Remigijus Bubnys from Vilnius University – Šiauliai Academy, Lithuania and Katarzyna Jagielska, Ph.D., from Pedagogical University of Krakow, Poland);
7. The teacher in the face of modernity (Moderators: Assoc. Prof. Anna Kalarus from Krzysztof Penderecki Academy of Music in Kraków, Poland, and Assoc. Prof. Valentin Constantinov from "Ion Creangă" State Pedagogical University, Moldova);
8. Personal development of teachers and professional experience (Moderators: Assoc. Prof. Joanna M. Łukasik from Pedagogical University of Krakow, Poland, and Assoc. Prof. Marek Siwicki from Maria Grzegorzewska University, Poland).

As a result of the discussions conducted during the thematic sections, some researchers initiated cooperation, which contributed to the creation of several international research teams and joint scientific initiatives (including the co-organisation of the Congress in 2023 in Sevilla and in 2024 in Krakow).

In addition to the plenary sessions and the thematic sections, the participants also could take part in general development workshops or workshops conducive to the development of didactic skills: *Creativity in the classroom* (Coach: Alicja Jagielska); *Visual thinking in the teaching and learning process* (Coach: Natalia Twardosz); *Application of coaching tools for self-diagnosis and design of personal development* (Coach: Katarzyna Jagielska); *Effective teacher communication in the perspective of creating a development-oriented learning community* (Coach: Anna Mróz).

Apart from scientific, research, or didactic values, the organisers also provided a variety of aesthetic experiences, including participation in a dedicated, temporary photography exhibition *The extraordinary daily life – art photography by Seweryn Puchała, Ph.D.*, and participation in a concert of classical music dedicated to researchers of the teaching profession: *CONCERT Gift: Musicians to Teachers*, performed by outstanding Krakow musicians, and students of music schools.

The International Conference: Teacher. Change-Development is planned as a cyclical biennial event. Its idea is to provide a platform for discussions and initiation of joint, international research projects on the teaching profession, as well as on innovations in the field of education. It enables not only personal integration of the scientific community of researchers but, above all, facilitates the development of pedagogy and pedeutology and makes it possible to share the effects of joint research as well as to design new incentives. We believe that the assumed goals of the conference have been achieved and that the impact of the joint research will confirm its value in the form of scientific publications, reports, and practical applications for the teaching profession.

Joanna M. Lukasiak

Raport z 1. Międzynarodowej Konferencji: Nauczyciel. Zmiana – Rozwój

POŻEGNANIA

FAREWELL

Z żałobnej karty

Odszedł znakomity profesor pedagogiki reformy –

Mirosław Stanisław Szymański



W dniu 2 lipca 2023 roku zmarł wybitny uczony, profesor pedagogiki szkolnej, dydaktyki i historii myśli pedagogicznej, były dziekan Wydziału Pedagogicznego Uniwersytetu Warszawskiego, profesor Akademii Pedagogiki Specjalnej im. Marii Grzegorzewskiej w Warszawie – Mirosław Stanisław Szymański (1954-2023). Z niedowierzaniem przyjąłem tę informację, ale nekrolog na stronie jego macierzystej uczelni pozbawił mnie wszelkich złudzeń.

W tym samym czasie kończyliśmy studia na kierunku pedagogika – Mirosław S. Szymański na Wydziale Pedagogicznym Uniwersytetu Warszawskiego, a ja na Wydziale Filozoficzno-Historycznym Uniwersytetu Łódzkiego. Razem uczestniczyliśmy w pierwszej Letniej Szkole Pedagogów Komitetu Nauk Pedagogicznych PAN w Iławie, by w kolejnych latach pracy naukowo-badawczej i dydaktycznej realizować własne projekty i kształcić młode pokolenia pedagogów i nauczycieli. M.S. Szymański miał wybitnych Mistrzów, klasyków polskiej pedagogiki, bowiem dojrzewiał naukowo pod skrzydłami profesorów Wincentego Okonia i Czesława Kupisiewicza. Jak pisał o sobie w związku z odejściem profesora Czesława Kupisiewicza:

Pod koniec kwietnia 1984 roku obroniłem doktorat. Pięć miesięcy później mój Doktorvater profesor Wincenty Okoń przeszedł w stan spoczynku. Kierownictwo mojej macierzystej Katedry Dydaktyki Wydziału Pedagogicznego Uniwersytetu Warszawskiego objął Profesor Czesław Kupisiewicz (przekazując je w 1990 roku profesorowi Tadeuszowi Lewowickiemu). Niczym dla Goethe'ańskiego Wilhelma Meistra nastąpiła dla mnie Lehr- und Wanderjahre – nastąpił czas nauki akademickiego rzemiosła i czas pedagogicznej wędrówki. Była to nauka pisanie i tłumaczenia tekstów z zakresu nauk o wychowaniu; była to wędrówka po ośrodkach akademickich w Polsce i Niemczech („Rocznik Pedagogiczny” 2015, t. 38, s. 347).

Znakomicie łączył historię dydaktyki z jej zróżnicowanymi modelami, alternatywnymi rozwiązaniami, a przy tym nie reprezentował w swoich studiach apologetycznego podejścia do innowacji. Dzięki czteromiesięcznemu stypendium naukowemu Niemieckiej Akademickiej Służby Wymiany (Deutscher Akademischer Austausch Dienst – DAAD) w ramach współpracy między Uniwersytetem Warszawskim a Universität des Saarlandes nawiązał kontakty z najwybitniejszymi pedagogami niemieckimi oraz rozwijał je przez kolejne lata swojej służby nauce. Był kluczową postacią w organizowaniu polsko-niemieckich i niemiecko-polskich konferencji naukowych z udziałem członków komitetów naukowych krajowych akademii nauk.

Twórczość zmarłego Profesora jest wyraźnym potwierdzeniem jego bardzo klarownej, rzetelnej i pełnej niezwykle twórczego zaangażowania drogi rozwoju zawodowego i naukowego przez wszystkie szczeble: od stanowiska asystenta po profesora zwyczajnego. Jego osiągnięcia są imponujące. Był jednym z nielicznych, a przy tym niewątpliwie wiodącym wśród polskich naukowców pedagogów, którzy tak dobrze znają zarówno dzieje myśli pedagogicznej Niemiec, współczesny stan badań komparatystycznych pedagogiki reform tego kraju, jak i z wysoką dbałością prowadzili badania międzykulturowe we współpracy z najwybitniejszymi profesorami obu krajów zanim to stało się powszechnym obowiązkiem w XXI wieku.

Dzięki rozprawom monograficznym oraz wydany pod redakcją prac zbiorowych czy organizowanym konferencjom międzynarodowym kontynuowany był w obu krajach, w sposób niezwykle profesjonalny, bilateralny dyskurs nad stanem i efektami rozwoju nauk o wychowaniu w Polsce i w Niemczech. Profesor był bowiem naukowcem o pokroju międzynarodowym i interdyscyplinarnym zarazem (filozofia wychowania, historia myśli pedagogicznej, dydaktyka ogólna, teoria szkoły i pedagogika porównawcza), którego dorobek i wkład w rozwój tej nauki w obu krajach jest doceniany przez przedstawicieli najwyższych gremiów naukowych. Polskojęzyczne wydania zbiorów pokonferencyjnych opatrzone są wstępem i reprezentowane w tekstach autorskich przez przewodniczącego i członków Komitetu Nauk Pedagogicznych PAN – profesorów: Tadeusza Lewowickiego, Czesława Kupisiewicza, Wincentego Okonia, Irenę Wojnar, Jerzego Nikitorowicza i in., zaś niemieckojęzyczne odpowiedniki tych rozpraw były poprzedzone wprowadzeniem i tekstami czolowych profesorów pedagogiki niemieckiej, jak m.in. członka zagranicznego

PAN – prof. Oskara Anweilera, przewodniczącego Światowego Stowarzyszenia Nauk o Wychowaniu – prof. Wolfganga Mittera, współtwórcę światowej sławy Szkoły Laboratorium przy Uniwersytecie w Bielefeld prof. Klausu–Jürgena Tillmana.

Jak pisał w zakończeniu monografii *Pädagogische Reformbewegungen in Polen 1918/1939*:

Książka ta traktuje o polskiej przeszłości, ale postrzeganej w perspektywie przyszłych polsko-niemieckich stosunków w ramach Unii Europejskiej. (...) Moim zamierzeniem było uświadomienie i zainteresowanie niemieckiego czytelnika głównymi problemami polskiej pedagogiki w tym okresie, a równocześnie wzbudzenie zainteresowania jej dorobkiem. Książka ta powinna przyczynić się do wzajemnego porozumienia i pojednania między Polską a Niemcami (s. 166–167).

Powyższe założenie najlepiej ukazuje, jak znaczące i odpowiedzialne było Jego podejście naukowo-badawcze do współpracy międzynarodowej. Nie było w tym cienia przesady. To dzięki M.S. Szymańskiemu powstawały znakomite rozprawy z współczesnej dydaktyki i pedagogiki szkolnej, ale także przekłady na język polski dzieł Oskara Anweilera, Detlefa Glowki, Friedricha W. Buscha, Heiného Rettera, Wolfganga Mittera, Ericha E. Geisslera, Hansa-Petera Schäfera, Klausu–Jürgena Tillmanna czy Wolfganga Hörnera. Profesor redagował z niemieckimi uczonymi przekłady na język niemiecki rozpraw polskich pedagogów i socjologów edukacji, m.in.: Czesława Kupisiewicza, Wincentego Okonia, Heliodora Muszyńskiego, Mikołaja Kozakiewicza i in. Komitet Nauk Pedagogicznych PAN prowadził w latach 80. XX wieku intensywną współpracę bilateralną z naukowcami Niemiec Zachodnich dzięki twórczości i zaangażowaniu prof. M.S. Szymańskiego. Skutkowało to obustronną wymianą naukową, wydawniczą i organizacją wspólnych konferencji naukowych. W okresie PRL i transformacji ustrojowej M.S. Szymański publikował na łamach „Kwartalnika Pedagogicznego” recenzje najnowszych publikacji uczonych niemieckich oraz studia porównawcze myśli pedagogicznej, dzięki czemu mieliśmy nieco uchylone okienko na świat nauki za Żelazną Bramą.

W pewnym sensie Profesor był indywidualistą w pozytywnym tego słowa znaczeniu, myślicielem skoncentrowanym na dociekaniu prawdy o praktycznych wdrożeniach idei alternatywnej pedagogiki, pedagogiki reformy. Był autentycznym Mistrzem, ekspertem, niepowtarzalnym przedstawicielem humanistycznej pedagogiki, z którego mądrości nie skorzystała żadna władza oświatowa. A szkoda, bo jak nikt inny znał najlepiej z nas wszystkich kontynentalną pedagogikę szkolną. W stosunku do niektórych rozwiązań był bardzo krytyczny, polemizując z potocznym do nich podejściem. Należał do wymagających partnerów naukowych debat. Nie przyjmował propozycji napisania podręcznikowych tekstów, gdyż był zwolennikiem autor-skiej narracji, która w żadnej mierze nie będzie zobowiązywać czytelników do jej akceptacji czy traktowania jako obowiązującej. Zmarły Profesor był wybitnym uczy-nym, doskonałym organizatorem i promotorem badań naukowych, perfekcyjnym

wręcz wykonawcą zadań o charakterze administracyjnym i dydaktycznym, dysponującym własnym, oryginalnym warszatem badawczym. Nie zaniedbał żadnego z zadań akademickich i społeczno-oświatowych troszcząc się w sposób szczególny tak o studentów, jak i o kształcenie młodych kadr naukowych.

Wysoce ceniłem Jego głęboko refleksyjne, historyczne i pragmatyczne podejście do określonych nurtów ideowo-wychowawczych. Potrafił bowiem wykorzystać myśl filozoficzną, dzieje kultury, oświaty i znajomość języka niemieckiego do własnych projektów naukowo-badawczych. Wykładał na uniwersytetach w Niemczech, Szwajcarii i Kanadzie. Profesor Mirosław Stanisław Szymański pozostawił kolejnym generacjom ważne rozprawy, które nie tracą na aktualności: *Twórczość i style poznawcze uczniów*, Warszawa 1987; *Proces kształcenia – podejście systemowe*, Warszawa 1999; *Niemiecka Pedagogika Reformy 1890-1933*, Warszawa 1992; *Szkoła i pedagogika w dobie przełomu* (współred. T. Lewowicki i S. Mieszalski), Warszawa 1995; *Transformacja w oświacie a europejskie perspektywy* (współred. W. Hörner), Warszawa 1998; *O metodzie projektów: z historii, teorii i praktyki pewnej metody kształcenia*, Warszawa 2000; *Pädagogische Reformbewegungen in Polen 1918-1939. Ursprünge – Verlauf – Nachwirkungen* (przedmowa Oskar Anweiler i Wolfgang Mitter) Köln – Weimar – Wien 2002; *Nauczyciel i kształcenie nauczycieli: zmiany i wyzwania*, (współred. W. Hörner), Warszawa 2005; *Pedagogika społeczna – nowe wyzwania w Polsce i Niemczech* (współred. A. Sander), Szczecin 2015; *Myślenie i działanie pedagogiczne w Drugiej Rzeczypospolitej. Esej polityczno-oświatowy*, Warszawa 2016 i in.

W 1993 roku redaktor Lidia Jastrzębska przeprowadziła na łamach „Głosu Nauczycielskiego” (nr 7, s. 9) wywiad z profesorem Mirosławem S. Szymańskim po ukazaniu się jego książki na temat niemieckiej pedagogiki reformy. Jego zdaniem (...) *pedagogika reformy była narzędziem służącym do zreformowania całej kultury. (...) mimo całej jej różnorodności i dynamiki pedagogów wszystkich orientacji łączył protest przeciwko zastanej rzeczywistości, wola reformowania kultury, prometejska wiara w moc wychowania, entuzjazmu, poczuwania się do odpowiedzialności (...)*. To M.S. Szymański wprowadził w swoich analizach kategorię reeksportu idei pedagogicznych, które powstając w jednym kraju były importowane w innych państwach, by powrócić z nich do macierzy w nowym wydaniu. On sam uważał, że polska szkoła nie musi być jednorodna stylistycznie. Jak wówczas mówił: *Sądzę, że wiele rozwiązań metodycznych można bez trudu wprowadzić do praktyki, co zresztą na małą skalę się robi – choćby cały program nauczania grupowego wymyślonego przez Petersena. Skoncentrowałbym się na wykorzystaniu tego, co pozwala zreformować szkołę w kierunku współuczestnictwa dzieci i młodzieży* („Głos Nauczycielski” 1993, nr 7, s. 9).

Od wielu lat M.S. Szymański zmagał się z trudami choroby. Podziwiałem w tym Jego dzielność, skromność i nieeksponowanie własnych problemów egzystencjalnych. Były środowiska i osoby, które powołując się na współpracę z Nim zyskiwały dla siebie nie zawsze zasłużone beneficja. Machał na to ręką, bo w gruncie rzeczy zależało Mu na pielęgnowaniu akademickiej nauki i universitas. Jako członek Komitetu Nauk Pedagogicznych PAN prof. M.S. Szymański zachowywał dystans do politycznej rzeczywistości dzieląc się naukową mądrością, nie doświadczając z drugiej

strony, w akademickim środowisku szczególnych zaszczytów czy wyróżnień. Chyba miał świadomość tego, że nauka rozwija się k'sobnie a „karawana ignorancji oświatowej” i tak idzie dalej. Wolał pracować z młodzieżą, kształcić doktorantów, promować doktorów, by własny kapitał kulturowy mógł być dalej rozwijany przez innych.

Wypromował wielu doktorów nauk humanistycznych/społecznych w dyscyplinie pedagogika, uczestniczył w roli recenzenta w przewodach doktorskich, habilitacyjnych i na tytuł profesora. Był też czynnie zaangażowany jako ekspert w prace Uniwersyteckiej Komisji Akredytacyjnej. Znajdował jeszcze przy tak licznych zadaniach czas na opracowanie i wdrażanie projektów oraz programów dydaktycznych w szkolnictwie powszechnym i w placówkach opiekuńczo-wychowawczych. Mało kto wie, że był autorem opracowanego w zespole i wprowadzonego do praktyki edukacyjnej profilaktycznego programu wychowania w trzeźwości pt. *Dziękuję – nie*.

Pożegnała Profesora społeczność akademicka obu stołecznych uczelni. W Akademii Pedagogiki Specjalnej im. Marii Grzegorzewskiej (ASP) pracował do ostatnich chwil swojego życia, będąc przecież już na emeryturze. W tej Uczelni realizował zadania w zakresie kształcenia doktorantów oraz recenzowania ich projektów badawczych. Władze APS odnotowały w nekrologu i podały informację o uroczystości pogrzebowej naszego Kolegi, wspomniałego Uczzonego: *Człowiek wielkiej dobroci, ceniony naukowiec, nauczyciel i wychowawca kilku pokoleń pedagogów, badacz historii myśli pedagogicznej, zagadnień z zakresu pedagogiki między/wielokulturowej oraz dydaktyki ogólnej i polityki oświatowej*. Z poczuciem bolesnej straty żegnam Uczzonego, który wniósł znaczący wkład w rozwój polskiej myśli pedagogicznej oraz pedagogiki porównawczej. Łączę się w bólu z Jego Rodziną. Niech spoczywa w pokoju!

Bogusław Śliwerski