**The summary of professional accomplishments**

**1. Name and surname:**

Edyta Januszewska

**2. The obtained diplomas and scientific/artistic degrees – the following are also to be provided: the name, the place and year of obtaining, together with the title of the doctoral dissertation:**

The diploma for completing five-year, full-time M.A. studies, in the following major: Special Pedagogy, within the scope of resocialisation pedagogy, awarded at the Maria Grzegorzewska Academy of Special Education in Warsaw, in the year 1999.

Degree of the Ph.D. of the Humanities within the scope of pedagogy, awarded by virtue of the resolution of the Council of the Faculty of Pedagogical Sciences of the Maria Grzegorzewska Academy of Special Education in Warsaw on 28th May, 2008.

The title of the doctoral dissertation: *Socialisation of a Chechen Child in Polish Conditions. Between the Wartime Trauma, the Experience of a Refugee, and Integration in a Different Culture*.

Supervisor:

Dr hab. Barbara Smolińska-Theiss, prof. of the Maria Grzegorzewska Academy of Special Education in Warsaw

Peer reviewers:

Prof. dr hab. Anna Firkowska-Mankiewicz

Prof. dr hab. Tadeusz Pilch

Degree of Ph.D. with habilitation in the field of social sciences in the discipline of pedagogy, awarded by virtue of The Resolution No 16/2020 of the Scientific Council of the Discipline of Pedagogy of the University of Warmia and Mazury in Olsztyn of 17 June 2020.

The title of the professor's book: *Heterotopies of Children in Exile. Syrian Refugees in Lebanon*, 2019, Oficyna Wydawnicza IMPULS, Kraków, pp. 304.

Peer reviewers:

Dr hab. Danuta Lalak, prof. UW

Dr hab. Aneta Rogalska-Marasińska, prof. UŁ

**3. Information about the hitherto course of employment at scientific/artistic institutions:**

1. 2000-2004 – an assistant at the Chair of Resocialisation Pedagogy of the Maria Grzegorzewska Academy of Special Education in Warsaw.
2. 2004-2018 – an assistant professor at the Faculty of Pedagogical Sciences, Department of the Social Education, the Maria Grzegorzewska Academy of Special Education in Warsaw.
3. 2018-2021 – an assistant professor at the Faculty of Social Sciences, Department of Pedagogy, Jan Dlugosz University in Czestochowa.

4. 1st of October 2021-till now – a professor at the Faculty of Social Sciences, Department of Didactics and Comparative Education, Christian Theological Academy in Warsaw.

**4. The indication of the accomplishment resulting from Article 16, Section 2, of the Act on Scientific Degrees and on Artistic Degrees and Title of 14th March, 2003 (*Journal of Laws* of 2017, item 1789):**

**a) the title of the scientific/artistic accomplishment:**

War, exile, acculturation

**b) (author/authors, the title/the titles of the publication(s), the year of publishing, the name of the publishing company, and the reviewers of the publication(s)**

**List of the publications of which the habilitation project is composed:**

**Monographs:**

1. Januszewska E., *Heterotopies of Children in Exile. Syrian Refugees in Lebanon*, 2019, Wydawnictwo IMPULS, Kraków, pp. 304.

Reviewers of the publication:

*Dr hab. Danuta Lalak, prof. of the University of Warsaw*.

*Dr hab. Aneta Rogalska-Marasińska, prof. of the University of Lodz.*

2. Januszewska E., Markowska-Manista U., *Child Representing a Different Culture in Poland. From Research into School Education*, 2017, Wydawnictwo Akademii Pedagogiki Specjalnej, Warszawa, pp. 435.

Reviewers of the publication:

*Dr hab. Barbara Joanna Grabowska, prof. of the University of Silesia*.

My contribution in per cent I assess as amounting to 50%.

**c) the discussion of the scientific objective of the above-mentioned dissertation and of the accomplished results, together with the possible application of them**

 My scientific interest relevant to refugees in Poland, and all over the world, date back to the year 1999. In the course of visiting one of the exhibitions relevant to the children of war in the headquarters of the United Nations in New York, I became aware of the importance of the subjects connected with the subject-matter of war, of exile, of suffering, and of the death of the youngest victims of war, namely children. Scientific investigations relevant to this subject-matter were undertaken by myself in the year 2004, and after being awarded a Ph.D. (2008), I have constantly been exploring the relevant theoretical subjects as well as conducting empirical research within this scope. My method as a researcher, is constituted, first and foremost, by qualitative research.

 In my scientific career, I have distinguished two breakthrough moments, which shaped my manner of thinking about the experience of exile in the contemporary, globalised and destabilised world. The first of them was undertaking research amongst Chechen refugees (2004), who, because of the hostilities in the course of the first and the second Chechen Wars (1994-1996 and 1999-2000), escaped from the Chechen Republic to the various countries of Europe, including Poland. After their arrival, they were placed in centres for foreigners in Warsaw, and in the adjacent area, to wait there for the decision of receiving refugee status. The second was leaving Poland and conducting research amongst Syrian refugees, who escaped to Lebanon from their own country, which had become engulfed by war (2017).

Throughout the period of 17 years (between the year 2004 and 2021), I had successively been building and developing my own theoretical-methodological workshop. I was conducting scientific research in the numerous countries of Europe (among others, in Great Britain, Denmark, France, Germany and Sweden). In the year 2014, in the course of a two-month stay, in the capacity of a visiting professor at the University of Oxford in Great Britain (Refugee Studies Centre, Oxford Department of International Development, University of Oxford), I had the opportunity to make myself acquainted with the literature relevant to the subjects of war, exile and child trauma at the Bodleian Library, and also collecting unique materials (scientific articles, monographs, documents and reports) relevant to these subjects. My scientific career is connected with the domains of theoretical reflection and empirical research conducted in Poland (since the year 2004, on refugees from the Chechen Republic) – the situation of refugees and immigrants in the selected countries of Europe (among others, in Great Britain, Denmark, France, Germany and Sweden), and, since the year 2017, also the situation of Syrians in the Near East (in Lebanon).

 The principal strands in the monograph being submitted for the purpose of assessment are subjects connected with war, immigration, exile and the processes of the acculturation of children and their families in the host countries. In them, I am searching for the answer to the question: how do refugees build their new place (*topos*) in the host country. The subject-matter which I attempt to research is the one little explored in Poland, namely social pedagogy even though within the realm of social sciences and the humanities (among others, in a scientific discipline of sociological sciences, legal sciences, and history), there exists extensive literature dedicated to this subject-matter.

 The publications presented for the purpose of assessment are based upon the conceptions and the paradigm of qualitative research, and they belong to the sphere of the suppositions and investigations of social pedagogy. In the methodological approach, I refer to the humanistic paradigm, which, as Krzysztof Rubacha writes, is a collection of: 'premises assigning an individualist and subjectivist meaning to the fact of social life (...). Simultaneously, this is a paradigm aiming at the research of social conflicts, a paradigm critical towards every form of domination over unique features of an individual human being’[[1]](#footnote-1). What I find plausible as well in the interpretative paradigm, which: 'is interested in (...) understanding a subjective human experience (...). It definitely rejects the deterministic order, and belongs to the realm of voluntaristic ontology'[[2]](#footnote-2). The qualitative research which I take advantage of in my activity as a researcher (among others, a narrative interview, interview cathegorised to a small degree, the biographical method and participation observation), render it possible for me, as it was said by the founder of Polish social pedagogy, Helena Radlińska to 'empathise' with the environment. Contemporarily, we could call it field research. Thanks to it, I had, and I still have, the possibility of exploring the life of an individual human being in their social environment. Qualitative research takes advantage of research into 'difficult' environments, to which access is limited, being 'closed' to new individuals who are strangers and perhaps carrying a 'threat' from outside. For me, individuals to whom access is difficult to gain, and also hermetic environments, are refugees and camps for foreigners, in Poland and in the other countries of Europe, and also in the Near East.

**Januszewska E., *Heterotopies of Children in Exile. Syrian Refugees in Lebanon*, 2019, Wydawnictwo IMPULS, Cracow, pp. 304.**

Justification for the research conducted in Lebanon:

The war in Syria has been conducted since the year 2011. Bombs falling down on cities and towns and villages have destroyed homes and medical care centres. The streets are made impassable by checkpoints, whilst thousands of schools and hospitals have been closed. In search of a safe place, in which their lives would not be in danger, Syrians escape to the neighbouring countries, among others, Turkey and Jordan. A country of their destination is also Lebanon, the population of which amounts to approximately six million people. The number of Syrian refugees who have found a shelter there is approximately 1.5 million.

My motivation to commence research amongst this group of people is the conflict in the Near East. The consideration of difficult situation (psychosocial, social and economic) of children and their families, made me inclined to attempt a more in-depth reflection upon the fate of the youngest victims, of the 'lost generation' of children and young people, the childhood of whom was taken away from them by the war. In the literature of the subject relevant to pedagogical research within this scope, there are no publications dedicated to this subject. Wishing to fill in a gap in this area, I undertook a difficult task of providing a more detailed insight into the situations of Syrian children and their families in Lebanon. The subject-matter referred to in this monograph is an important subject, in particular, in the time of the contemporary migrant crisis. This is a significant social problem in the context of subjects which are the subject of interests for social pedagogists sensitive to the fate of children disadvantaged due to war.

 The scientific objective of the dissertation:

 *Heterotopies of Children in Exile. Syrian Refugees in Lebanon* is a monograph from the border of sociology, anthropology, philosophy and pedagogy. The presented dissertation, indicated by myself as a scientific accomplishment, is the result of my theoretical-empirical investigations relevant to the situation of a child and the family in the country engulfed by this war and living in exile. The objective of this dissertation is to show that, in the face of it being necessary to escape from their own country, to abandon the hitherto-existing lifestyle, to sever the ties with their own time, and with familiar standards, both cultural and social, Syrian refugees build their new place (*topos*). In the monograph, I seek the answer to the formulated research problem relevant to how a camp is perceived by the refugees themselves, and how it is 'domesticated', 'tamed' and built' by them.

 The starting point for theoretical considerations in this monograph is, developed by Michel Foucault, the category of heterotopies and the one of non-place of Marc Augé. The theoretical frameworks of this dissertation are as follows:

|  |  |  |
| --- | --- | --- |
| Other places/spacesHetero – | *Topos* | Michel Foucault |
| Non-anthropological placesNo – | Places | Marc Augé |

 For the construct of my manner of thinking, that the category of heterotopia which is treated by myself as the matrix of interpretation, by means of which I interpret the trajectories of the fates of refugees, is crucial. It has been additionally defined by the cathegory of non-place. The conceptions of heterotopia and non-place are not synonymous even though they share numerous traits. The most important one of them is a reference to 'other' spaces and places. Not always, however, is it possible to tell the difference between a non-place and heterotopia. Into the group of non-places, Marc Augé includes airports, motorways, hotels, and Michel Foucault includes parks, barracks, cemeteries and plots into other spaces. Camps for refugees in the literature of the subject are treated as non-places. Apart from camps, Syrians also inhabited horse stables, barns, chicken coops, empty and uninhabited apartments and buildings, orchards, and that means, I would say, Foucault's 'other' places (heterotopies). I draw attention to the fact that a major feature of a non-place is the lack of relations, history and identity. Referring to the conception of Marc Augé, I place emphasis upon the fact that places, spaces and non-places are mutually permeating. I indicate that it is also relevant to camps for refugees, in which refugees do not know whether they 'have come to journey's end' (whether they are no longer in non-place), or they have not settled anywhere for an extended period of time yet (and are not in a place). This instance shows that the conception of a non-place does not have clear limits, and that a non-place may suddenly be transformed into a place.

 The monograph being submitted is composed of three chapters: theoretical, methodological, and the third one, constituting a report on research. In the first two of these chapters, I refer to the conceptions relevant to heterotopia, place, space, hypermodernity and non-place. Describing notional categories, I tap into, first and foremost, the theories and research of social sciences and the humanities. I refer to the conceptions of M. Foucault and M. Augé. I also invoke selected conceptions of place and space, among others, in philosophical, historical, sociological, anthropological, geographical and pedagogical perspectives (I refer to, among others, the dissertations of such individuals as: Martin Heidegger, Michel de Certeau, Henrie Lefebvre, Manuel Castells, Yi-Fu Tuan, Edward W. Soja and Maria Mendel). Drawing up the profile of the notion of hypermodernity, and that of a non-place, I invoke the views of, among others, Edward Relph, Jerzy Kociatkiewicz and Monika Kostera. In this chapter, I provide as well the profile of the problems of disabled refugees. I investigate the subjects connected with various models of disability, I present international documents relevant to disabled refugees, and also provide the profile of the activity of organisations acting for their benefit.

The second chapter is a methodological one. In it, I present theoretical frameworks of my research, I conduct the review of the qualitative research in the perspective of pedagogy and sociology, and I also describe the methods applied by myself, and my techniques and research tools. I present as well the description of a study group, and also the time and place of research. In my research, I applied the biographical method, participation observation and the partly-structured interview. I also took advantage of the fragments of a field diary, which was applied by myself to record experiences and observations in the course of a stay in camps for refugees and in other places of residence. In order to make myself acquainted with the perception of social reality by children, I applied the photographs taken by them in camps and in the areas adjacent to them. In the research, 50 individuals were participating; the largest group was constituted by Syrian refugees (48 individuals), and one of the respondents was also a Lebanese employee of a Non-Governmental Organisation, and also a Syrian volunteer.

As the result of the conducted research, I acquired a very rich empirical material, to which I referred to in the third chapter of this monograph. I have distinguished analytical categories from the domain of four scopes: escape from Syria, time, the living space of Syrian refugees in Lebanon, and also 'taming' space (building the place). From the narrations of refugees relevant to leaving Syria, I distinguished three areas: the first of them is the description of the moment of the outbreak of war, a decision to escape to a neighbouring country and also of the difficulties connected with travelling to Lebanon. The second area is the description of camps for refugees and also of other places which they inhabit. The third one is the description of the consequences of separating the members of families as the result of exile. The second scope is the time in the narrations of Syrian refugees (the past, the present and the future), and also perceiving by them its (lack of) temporality. The third is the living space of Syrian refugees in Lebanon. I distinguished numerous strands into the group of which I included: poverty and unemployment; insufficient assistance of organisations: international, governmental and the non-governmental ones; negative relations between refugees and the local community; the absence of the education of Syrian children in Lebanese schools, and also morbidity and disability amongst Syrians in exile. The last, and crucial, analytical cathegory, defined by myself in the process of the analysis of research material, is 'taming' space (building a place). I included in it the profile of the environment and the interior of a tent; the description of the resources of refugees: social, individual and religious; relations with fellow Syrians, and also the description of school, which serves as the place where the youngest refugees settle.

In this monograph, I engage into reflection upon the fact that exile, apart from traumatic dimensions, may as well have existential, social and cultural values. I am aware of the fact that, because of temporal constraints of my stay in Lebanon, I only gained access to the situation of the children of refugees from a single perspective: of a researcher involved in relation/contact with them. It was not possible for me to conduct research in Lebanese and international institutions assisting refugees, in schools amongst teachers providing instruction for Syrian children, or amongst the members of the local Lebanese community. The analyses conducted by myself and included in the monograph may be a contribution to further research and investigations within the scope of children in exile in the Near East, and not only that. I indicate the fact that my research extends the hitherto-possessed knowledge, but, as well, contributes new knowledge in the field of pedagogy within the scope of camps for refugees in the perspective of heterotopia and non-place. In the future, I intend to continue the research undertaken by myself.

**Januszewska E., Markowska-Manista U., *Child Representing a Different Culture in Poland. From Research into School Education*, 2017, Wydawnictwo Akademii Pedagogiki Specjalnej, Warszawa, pp. 435.**

In the monograph, written in collaboration with Dr Urszula Markowska-Manista, the subject-matter relevant to the functioning of students representing different cultures in Polish school is raised. This monograph is dedicated to the functioning (in school) of students coming from the Arab states and African countries, from the Chechen Republic, and also those coming from bi-national families.

Justification for the conducted research:

In the Polish literature relevant to children representing different cultures in the system of education, there exist numerous publications dedicated to various subject-matters: they refer to, among others, the difficulties experienced by students and resulting from cultural differences, to psychological-pedagogical diagnosis. Other publications are dedicated to teaching and they constitute handbooks for teachers and educators working with juvenile foreigners. Apart from scientific articles, monographs or reports, there exist numerous materials dedicated to this subject in the press and in the other mass media. As the result of the migration flows in the recent years, more and more foreigners wishing to settle here permanently are reaching Poland. This is no longer a transit country for them, but rather, ever more frequently, a target one. For that very reason as well, in the monograph I/we look at the determinants and dilemmas connected with the functioning of students representing different cultures, and also of students from bicultural families, in Polish educational institutions.

The scientific objective of the dissertation:

The subject-matter of the research is the functioning of children from African countries and the Arab states, and from the Chechen Republic, in Polish school. The research concentrates around three questions:

1. How is the process of functioning of a 'different' child in the aspect of culture in the environment of Polish schools proceeding?

2. How do binational children function in the environment of Polish schools?

3. Is a Polish teacher, pedagogist, an educator prepared to working in a class differentiated in the aspect of culture?[[3]](#footnote-3)

This monograph is composed of 12 chapters. In the first of them, Polish and international laws relevant to the education of foreign students are discussed. In the second chapter, a particular attention is paid to the theoretical dimension of intercultural education, and also to its approaches and aspects presented by Polish researchers from various academic centres. We refer to, among others, the conceptions of Jerzy Nikitorowicz and Tadeusz Lewicki. In the third chapter, an attempt is made to describe the models of the education of students in the four countries of Europe: the Federal Republic of Germany, Great Britain, Sweden and France.

The fourth chapter is dedicated to methodology and in it, the methods, techniques and research tools are profiled. In the research, the interview categorized to a small degree (non-structured) and a case study have been applied. As well as that, we have conducted the analysis of the existing documents. In this chapter, the descriptions of the study group, and also of the time and place of research, are included.

The research was conducted amongst the employees of the educational system in Warsaw and Jabłonna, and also amongst parents, social care workers and non-governmental organisations. Altogether, 92 interviews were conducted. Furthermore, pilot research included the students of the Maria Grzegorzewska University in Warsaw (80 individuals), and was relevant to their attitudes towards permitting refugees to stay in Poland.

The fifth chapter is the profile of the core curriculums, and also statistical data relevant to the children of foreigners in Polish school. It is as well the description of the subject of the permitting students representing different cultures to seek admittance to Polish schools and problems connected with it (among others, difficulties related to working in a multi-cultural class, the imperfect system of assessing students or difficulties in contacts with foreign parents). The following chapter is the profile of the specific and diversified educational needs of foreign students (among others, supporting intercultural assistants, intercultural differences, promotion to next class, or learning the Polish language as a foreign one). The seventh chapter raises the subject of the barriers but also of the factors facilitating the process of the integration of students in Polish school. The next two chapters are relevant to the functioning of children from African and Arab families well as children from bicultural families in school. The tenth chapter contains a profile of the educational systems in the Chechen Republic and in certain Arab states. The next chapter is dedicated to case studies, containing, among others, the discussion of the situation of students from Saudi Arabia in one of language schools in Warsaw and also the description of the teaching and educational work in the multi-cultural Community Middle School No. 20 'Raszyńska' in Warsaw. The final chapter is an attempt to reflect upon the question whether a Polish teacher is prepared to working with foreign students and with students coming from bicultural families.

 The conducted research demonstrated a number of problems and difficulties resulting from working with foreign students in Polish school. First and foremost, these included: the reluctance on the part of head teachers to permit students to seek admittance to their educational institutions; the absence of teaching aids for working with students representing different cultures; the imperfect system of assessing; the fact that students do not know the Polish language, and also that teachers do not know a foreign language (Russian or English); a low level of the attendance of students in lessons; intercultural differences between students making it difficult for them to function in school; problems in the field of education; the absence of contact with the parents of foreign students; the discrimination of students having different cultural origins and children from bicultural families. The research also demonstrated the manner in which the personnel of the educational system coped with working with foreign students.

The monograph provides significant information about the situation of students representing different cultures in school from various perspectives: of teachers, guidance counsellors and psychologists, the heads of schools and also parents that are foreigners and parents from binational families.

**5. Discussion of the remaining scientific-research accomplishments**

The specification of publications presented for the purpose of assessment is only a part of my scientific output. This output is significantly more extensive and consisting, altogether, of: 2 monographs (included into the scientific accomplishment); 1 monograph written after being awarded a Ph.D.; 1 monograph edited by myself; 21 articles in scored and reviewed periodical magazines (“Pedagogika Społeczna”, “Przegląd Wschodnioeuropejski”, “Szkice Humanistyczne”, “Człowiek-Niepełnosprawność-Społeczeństwo”, “Teraźniejszość-Człowiek-Edukacja”, “Studia z Teorii Wychowania”, “Studia Edukacyjne”, “Praca Socjalna”, “Journal of Modern Science”, “Studia Pedagogiczne. Problemy Społeczne, Edukacyjne i Artystyczne”, “Papers of Social Pedagogy”, “International Journal of Environmental & Science Education”, “Hayчный пeдaгoгичecкий и пcихoлoгичecкий жyрнaл”); 2 entries in “The Encyclopaedia of Childhood”; 10 chapters in reviewed thematic dissertations; 2 reports from scientific seminars, and 1 bibliographical elaboration.

The theoretical and research strands raised in the remaining publications refer to the three principal domains:

1. Functioning of Chechen families in the conditions of war and border and traumatic experiences resulting from it.

2. Process of the acculturation of refugees in Poland.

3. Refugees and immigrants in the countries of Europe.

 These subjects have been grouped by myself in such a manner that they would constitute an orderly and transparent interpretation material. In my publication, I dedicate time to, among others, the situation of children and their nearest relations, to poverty and violence, to disability, escape, loneliness, helplessness, to abandoning (unattended minors) in the course of war. I wonder how immigration and escape from the country engulfed by this war exert influence upon the mental and somatic health of refugees. I also ask a question concerning the influence exerted by the traumatic experiences of wartime upon the psychosocial, social and economic functioning of refugees and also upon the process of acculturation in a new country. Publications in the above-mentioned fields/domains are the exemplification of my investigations, both theoretical and related to research.

The fruit of my research amongst the community of Chechen refugees is the monograph written after being awarded a Ph.D.: *The Chechen child in Poland. Between war trauma and refugee ex*periences. In it, I provide the profile of, among others, the life of Chechen families in the course of the war and the process of the acculturation of Chechens in Poland. This monograph is dedicated to the traumatic wartime experience of Chechen children, that, together with their families, came to Poland in search of a safe life. In it, there is a description of the daily life of very young Chechens in the wartime reality in the years 1994-1996 and 1999-2000, and also experiences of exile in Poland, have been described. The dissertation is composed of eight chapters, the first three of which are theoretical chapters relevant to the various perspectives of research into immigration, research into the stress connected with war and also into historic determinants of Polish assistance for children-refugees (Greek, Macedonian, Korean and Chilean) after the Second World War. In the dissertation, the structure of the influx of refugees into Poland, and also the beginnings of the system of assistance for refugees as set forth in the Geneva Convention Relating to the Status of Refugees of the year 1951, has been presented. The next chapter (fourth) is a methodological one, in which the qualitative method, constituting the core of research, has been described. In the further part of the dissertation, the culture, traditions and education of Chechen children based upon the principles of 'adat', have been presented. What seems to be interesting is the education of children, and, in particular, males, which is to make them warriors ready to die to defend freedom, honour and family in the future. In the next chapters, the following have been presented: the experiences of wartime, including, among others, bombardments, artillery fire, the pacifications of cities and towns ('zachistkas'), tortures in concentration camps, kidnapping for ransom and also life in the occupied republic. The next part of the dissertation concentrates upon the description of the problems with which Chechens are struggling in the Polish centres for refugees and also upon presenting the situation of young Chechens in schools. The dissertation contains a rich bibliography (part of which is in the English and Russian languages), and also the extensive specification of films and documentaries in the majority relevant to the war in the Chechen Republic.

1. Functioning of Chechen families in the conditions of war and the border and traumatic experience resulting from it.

 Into this area of my theoretical-empirical investigations, I included 14 publications. They contain the description of experiences such as bombardment, firing upon civilians, the pacifications of cities and towns (so-called 'zachistkas') and placing Chechens in concentration camps. In the article: *Traumatic Wartime Experiences of Chechen Children*, 'Pedagogika Społeczna' No. 1(31)/2009, I explore the subject of the traumatic wartime experience of Chechen children – the victims in the two meanings of this word. From the one hand, as individual human beings experiencing suffering, death and violence and on the other hand, as individual human beings inflicting cruelty – being child-soldiers fighting in the war waged by adult individuals. The article *Children’s Rights Entangled in War*, 'Sketches in the Humanities', volume X, No. 2-3 (vol. 22)/2010, is the continuation of the subjects relevant to the situation of Chechen children in the course of a military conflict. I draw attention to the suffering inflicted upon children and adult individuals by Russian soldiers such as: tortures and kidnapping, and also to the hardships of life in the course of war: famine, several-month long stays in bunkers and basements, unemployment and the lack of access to education. In the publication, I formulate the three forms of interpreting and kinds of death which were threatening the children: an expected death, which results from the fact of life in the course of war, an unexpected death which occurs suddenly and which it is difficult to 'predict' (for instance, if one is killed by a marksman) and also a possible death ('facing death', but, in consequence, avoiding it). In turn, in the chapter of the following collective publication: *The Disability of Wartime Refugees as the Source of Suffering: Border Experience*, (in:) R. Skrzyniarz (ed.), *Stranger/Different amongst their own Kin. The Educational Dimension of Biographies*, Library of the Department of Pedagogical Biographistics of the John Paul II Catholic University of Lublin, No. 10, Wydawnictwo Episteme, Lublin 2017, I reflect upon the disability of refugees, their suffering (the exemplification of the theoretical-empirical considerations is the situation of the Chechen woman with whom I conducted an interview). Furthermore, in this same chapter, I refer to statistical data relevant to the number of disabled refugees all over the world and also provide a profile of their difficult situation: social, psychological, economical and legal. In the literature of the subject, there exist a few publications on the disabled refugees in Poland. Therefore, the subject-matter studied in this dissertation extends knowledge within this scope. The article *The train as a heterotopic place. The traumatic experiences of a Chechen refugee*, 'Człowiek-Niepełnosprawność-Społeczeństwo', No. 1(51)/2021, characterizes the life and work of a Chechen refugee on the train that served as a refugee camp in Ingushetia in 1999. The text also describes the history of the Russian-Chechen wars over the centuries.

 The remaining articles scientific articles and chapters in thematic publications oscillate around the subjects connected with war, exile and the children’s rights:

1. Januszewska E., 2010, *Russian-Chechen Relations against the Background of Military Conflict and in Narrations of Refugees from the Chechen Republic*, 'Przegląd Wschodnioeuropejski', No. 1, pp. 127-139.

2. Januszewska E., 2013, *Immigrants and Refugees in Denmark – the Perspective of Researcher*, 'Pedagogika Społeczna', No. 2(48), pp. 137-154.

3. Januszewska E., 2014, *Refugees and Immigrants on the Pages of the Quarterly of <Journal of Immigrant and Refugee Studies> in the years 2002-2013. Immigrations and the Process of Acculturation (Integration). Part I*, 'Człowiek-Niepełnosprawność-Społeczeństwo', No. 1(23), pp. 95-112.

4. Januszewska E., 2014, *Refugees and Immigrants on the Pages of the Quarterly of <Journal of Immigrant and Refugee Studies> in the years 2002-2013. Educational and Medical Problems. Part II*, 'Człowiek-Niepełnosprawność-Społeczeństwo', No. 2(24), pp. 21-46.

5. Januszewska E., 2014, *<Journal of Immigrant and Refugee Studies>* review and critical assessment of periodical magazines, 2013, volume XI, journal 1-4, 'Człowiek-Niepełnosprawność-Społeczeństwo', No. 3(25), pp. 123-130.

6. Januszewska E.,2015, *Refugees in Denmark – between Integration and Marginalisation*, 'Praca Socjalna', No. 1/January-February, pp. 53-70.

7. Januszewska E., 2016, *Refugees in France. Research Statement*, 'Papers of Social Pedagogy', Migration as a Social Process – the Economic Migrants and the Refugees, No. 1(4), pp. 68-81.

8. Januszewska E., 2016, *Children-Soldiers*, an entry in 'The Encyclopaedia of Childhood' issued on-line by the Education - Democracy - Development Foundation, ISBN: 978-83-942938-2-6, http://encyklopediadziecinstwa.pl/index.php?title=children\_%C5%BCo%C5%82nierze[doi: 05.01.2016].

9. Januszewska E., 2016, *Children-refugees from the Chechen Republic in Poland*, an entry in 'The Encyclopaedia of Childhood', issued on-line by the Education - Democracy - Development Foundation, ISBN: 978-83-942938-2-6, [http://encyklopediadziecinstwa.pl/index.php?title=children\_%E2%80%93\_uchod%C5%BAcy\_from\_the Chechen Republic\_in\_Polish](http://encyklopediadziecinstwa.pl/index.php?title=Dzieci_–_uchodźcy_z_Czeczenii_w_Polsce) [doi: 05.01.2016].

10. Januszewska E., Valeeva R.A., 2016, *Children’s Rights in Poland and Russia in the Context of Janusz Korczak’s in Heritage*', International Journal of Environmental & Science Education', No. 11(3), pp. 327-338, doi: 10.12973/ijese.2016.319a

2. Process of the acculturation of refugees in Poland.

 Into the second sphere of the subject-matter, I included the subject of the process of acculturation of refugees in Poland, which I have raised in 11 publications. I divided them into subcategories: refugees from the Chechen Republic in Poland – the context of place, space, identity and time (chapter in a thematic dissertation), unattended juvenile foreigners in Poland (chapter in a thematic publication), voluntary assistance for Chechen refugees in Poland (an article in a periodical magazine), and also the children of refugees/migrants in the Polish educational system (8 articles in a periodical magazines).

 I define the dissertation: *A Single Memory, Two Places – Chechens in Poland*, (in:) J. Piekarski, T. Pilch, W. Theiss, D. Urbaniak-Zając (eds.), *Edukacja społeczna i problemy współczesnego człowieka i społeczeństwa*, Wydawnictwo Uniwersytetu Łódzkiego, Łódź 2010, as situated on the border between the first and the second sphere. In it, I provide a more detailed insight into the notions of place, time and identity in the experiences of Chechen refugees. I adopt the presumption that such places are numerous – on the one hand, these are 'remote' places (in the following meanings: geographical, emotional and cultural, and that means unknown, alien, other, in which the Chechen Republic found themselves in the course of escaping into a different country). I also single out the places which are 'near' (own house yard in the Chechen Republic, a neighbouring village), and that means 'the little homelands', which Chechens were forced to leave because of the war. An important aspect raised in this publication is that of providing more detailed insight into the social reality perceived by Chechen children, in the drawings made by them, and in the interviews conducted by them. In this chapter, I raise, furthermore, such subjects as: memory and a war, memory and a family, memory and 'adat'[[4]](#footnote-4). In the text: *Janusz Korczak and Childrens’ Rights – Yesterday, Today and Tomorrow. An Unaccompanied Minor Asylum-seeker in Poland*, (in:) U. Bartosch, A. Maluga, C. Bartosch, M. Schieder (eds.), *Konsistutionelle Pädagogik als Grundlage demokratischer Entwicklung. Annäherungen an ein Gespräch mit Janusz Korczak*, Verlag Julius Klinkhardt, Bad Heilbrunn 2015, I provide a more detailed insight into the pedagogical approach of Janusz Korczak to the children’s rights, and also draw up the profile of the selected articles of the Convention on the Rights of the Child of the year 1989. Furthermore, I draw attention to the situation of juvenile foreigners seeking shelter in Poland, who, at L. and A. Ciołkosz Memorial Orphanage No. 9 in Warsaw, wait for a decision on granting, or refusing, the status of refugees.

 The subject which is significantly explored by myself in my theoretical and research dissertation is the situation of a child-refugee, and of the immigrant one, in the local environment, and in the school one. In the article: *Children-Refugees in Poland. The Experiences of Student-volunteers in Work with a Chechen Family*, 'Pedagogika Społeczna', No. 2(56)/2015, I concentrate upon the subjects of the experiences of volunteers, the students of the Maria Grzegorzewska University in Warsaw, in working with a Chechen family[[5]](#footnote-5). Referring to the ecological theory of man of Urie Bronfenbrenner, I make an attempt to investigate the situation of Chechen children in the environment of their residence. I pay particular attention to the education of a Chechen child suffering from Attention-Deficit Hyperactivity Disorder (ADHD). The pedagogical work with a young man representing a different culture requires empathy, acceptance, respect, and also intercultural abilities and competences, for the part of adult individuals working with such a young man. In turn, working with a child coming from the environment of a different cultural background, suffering from attention-deficit hyperactivitydisorder with attention deficit, is even more difficult and educators, pedagogists and different specialists ought to have received a reliable substantive background to work with them. In this publication, I raise the subjects connected with difficulties and challenges with which the students were forced to struggle while interacting with the disabled (including those mentally-retarded) Chechen children. The experience which was acquired by them in the course of working with individuals representing different cultures, in the future (in their social and pedagogical work) will render it possible for them to understand the situation of refugees, who came to Poland in search of safety, better. Furthermore, their experiences may become an inspiration and a lesson in tolerance for other young people assisting (or wishing to assist) individuals representing a different culture. The continuation of the subject-matters of work with a student suffering from ADHD is contained in the article: *Original Method of Teaching and educational Work with a Child with ADHD from the Chechen Republic. Case Study*, 'Studia z Teorii Wychowania', volume V, No. 2(9)/2014. It is based upon the original interview conducted with a teacher providing instruction for a Chechen boy suffering from ADHD. In it, I provide the profile of the difficulties in didactic and educational work with a student representing a different culture. These result, among others, from impulsiveness (hyperactivity) of a child, aggression, the absence of attention concentration, the absence of persistence needed to complete a task, and also from problems in establishing rapport with fellow individuals. In the context of the above-outlined difficulties in the functioning of a student suffering from ADHD, it cannot be questioned that it is important that working with a young man suffering from this disorder be based upon the dialogue, upon paying attention to their needs, upon patience, optimism, and the commitment of educators. The following article from this sphere of the subject-matters (and relevant to education) is the publication: *Foreign Students in Polish School – between Integration and Marginalisation*, 'Studia Edukacyjne', No. 43/2017, in which I raise as well the subjects of a child-foreigner in Polish school. In it, I provide a more detailed insight into, among others, statistical data relevant to the students 'other' in cultural terms in Polish educational institutions. I place emphasis upon the challenges of multi-cultural school, and also provide the profile of the role of intercultural assistants in working with a foreigner-student.

The remaining articles and chapters in thematic publications oscillating around the subject-matters connected with the subject of children-foreigners in Polish school:

1. Januszewska E., 2010, *Chechen children in Polish School*, (in:) M. Ciczkowska-Giedziun, E. Kantowicz (eds.), *Pedagogika społeczna wobec problemów współczesnej rodziny. Polska pedagogika społeczna na początku XXI wieku*, Wydawnictwo Edukacyjne 'Akapit', Toruń, pp. 340-349.

2. Januszewska E., Markowska-Manista U., 2011, *Child 'representing different cultures' in Polish school. Around Educational Dilemmas*, (in:) J. Głodkowska (ed.), *Uczeń ze specjalnymi potrzebami edukacyjnymi w szkole ogólnodostępnej. Wybrane zagadnienia teoretyczne, diagnostyczne i metodyczne,* Wydawnictwo Akademii Pedagogiki Specjalnej, Warszawa, pp. 58-76.

3. Januszewska E., 2015, *Ребёнок-беженец в польской школе*, 'Oбpaзoвaниe и Caмopaзвитиe ('Education and Self-Development'). Hayчный пeдaгoгичecкий и пcихoлoгичecкий жyрнaл', Кaзaнь, No. 1(43), pp. 207-212.

4. Markowska-Manista U., Januszewska E., 2015, '*Culturally different Children' in a School Environment. Research Reports*, 'Pedagogika Społeczna', No. 3(57), pp. 233-251.

5. Januszewska E., 2015, *Foreign Student in Polish school. Theoretical and Research Presumptions*, 'Journal of Modern Science', volume IV, No. 27, pp. 11-31.

6. Markowska-Manista U., Januszewska E., 2016, *Children and Youth with Multicultural Backgrounds in the Polish System of Education*, (in:) U. Markowska-Manista (ed.), *The Interdisciplinary Contexts of Reintegration and Readaptation in the Era of Migration – an Intercultural Perspective*, Wydawnictwo Akademii Pedagogiki Specjalnej, Warsaw 2016, pp. 165-187.

3. Refugees and immigrants in the countries of Europe.

 The third sphere of the subject-matters which I distinguished in my theoretical-empirical investigations are subjects relevant to refugees and immigrants in the selected countries of Europe (in Sweden, France and Denmark). In it, I refer to 3 selected articles: *The Integration of Immigrants in Sweden – Challenges, Opportunities and Threats*, 'Studia Pedagogiczne. Problemy Społeczne, Edukacyjne i Artystyczne', No. 25/2015; *Refugees/Immigrants in France – Challenges, Opportunities and Threats*, 'Praca Socjalna', No. 1/2017, and also *Child Refugees and Immigrants in Denmark: A Researcher's Reflections*, (in:) E. Januszewska, S. Rullac (eds), *Social problems in Europe: Dilemmas and Possible Solutions*, Wydawnictwo L’Harmattan, Collection Les Ecrits de BUC Resources, Paris, France 2013. In the first of them, I present statistical data relevant to the populations of immigrants in Sweden, and also draw up the profile of the history of immigration into this country. Furthermore, I discuss the integrational policy of the Swedish government towards immigrants, which is based upon three pillars: equality, collaboration and the freedom of choice. An important aspect raised in this publication is a reference to integrational activities in the area of instruction in the Swedish language, and also to integration connected with the labour market. John W. Berry, in his conception of the process of acculturation, provides the profile of the adjustment of an immigrant in the environment of a new country to which this immigrant arrives, which is different from their native culture. Into this group, he includes: the processes of integration, assimilation, separation and marginalisation[[6]](#footnote-6). Upon the basis of this conception, in my article I present the principal barrier in the integration of immigrants, into the group of which I include, among others, illegal employment, ghettoisation, discrimination and segregation.

 In the following publication: *Refugees/Immigrants in France – Challenges, Opportunities and Threats*, 'Praca Socjalna', No. 1/2017, I provide information about the number of applications submitted by individuals applying for the status of refugees in France and in other (selected) countries of Europe in the years 2012-2016. Furthermore, I discuss the history of immigration into France, asylum procedure, and also the process of integration, using as an instance a non-governmental organisation active for the benefit of refugees and immigrants.

 The last dissertation from this sphere of the subject-matters is based upon my research conducted in Denmark in two cities and towns: Viborg and Skive (Midtjylland, Central Jutland Region), and also in a village of Vestervig situated in the North-West of Denmark. In the conducted interviews (structurised to a small degree, my respondents were individuals having a direct contact with immigrants and refugees, and, in a single case, a female refugee from the former Jugoslavia herself. My interlocutors were: a head of the centre for children-refugees, the headmistress of integrational nursery school for the children of foreigners, social care employees working with children-refugees, and the ex-mayor of the town of Viborg working for children-refugees in Africa. At the beginning of the article, I refer to the history of assistance for children in Denmark in 20th and 21st century. In the further course, I discuss the statistical data on unattended juveniles staying at the centres for refugees in Denmark in the years 2006-2009. In the third part of the article, I describe educational work in the Gribskov centre for unattended children from abroad. I devote particular attention to the profile of pedagogical work based upon the method known as STROP, the foundations of which are the following five principles: Structure, Time (for conversation), Rituals (holidays and religious rites), O*rganised Activities* and Parent Support (collaboration with parents/supporting parents). In the fourth part, I concentrate upon integrational activities for the benefit of children and young people from the environments of immigrants. In the last, fifth, part of the dissertation, I present the Danish initiative of assistance for children-refugees in Africa: Verdens Flygtninge. From the one hand, the descriptions of the Theoretical and Research Part conducted by myself in Sweden, France and Denmark, extend the hitherto knowledge about refugees and immigrants in these countries. On the other hand, they render it possible to look at the methods of educational-pedagogical work with the unattended children of foreigners in the countries of Western Europe. In particular, it is important in the context of the intensified processes of migration, which have been observed in the recent years.

 The three above-mentioned spheres of the subject-matters ('the functioning of Chechen families in the conditions of war, and the border and traumatic experiences , resulting from it,'; 'the process of the acculturation of refugees in Poland', and also 'refugees and immigrants in the countries of Europe'), are mutually closely interconnected, and they render it possible to perform the analysis of the discussed subjects, and to gain insight into them from various theoretical and empirical perspectives and levels.

The following theoretical and research areas raised in my dissertations are:

The subject-matters relevant to the theory of school:

1. Januszewska E., Kulesza M., Kwiatkowski M., Odrowąż-Coates A., Perkowska-Klejman A., Wiatr M., 2015, *In Search of Theory of Schools*, 'Pedagogika Społeczna', No. 3(57), pp. 89-112.

Two publications relevant to the subject of the qualitative methods in social and historical sciences:

1. Januszewska E., 2010, *Narrative Interview and the Biographical Method – the Perspective of Qualitative Research*, (in:) M. Kulesza, M. Kafar (eds.), *In the Face of New Challenges. Dilemmas of Young Academic Personnel*, Wydawnictwo Uniwersytetu Łódzkiego, Łódź, pp. 13-28.

2. Januszewska E., Lewandowska I., 2016, *Researcher and the Studied. Various Disciplines – One Perspective*, (in:) M. Kafar (ed.), *The Autobiographical/-biographical Aspects of Cognitive Practices*, Wydawnictwo Uniwersytetu Łódzkiego, seria: 'Biographical Perspectives', volume III, Łódź, pp. 271-299.

In one publication, I concentrated upon the fates of Polish immigrants in Winnipeg, Canada, in the perspective of learning from own biography:

1. Januszewska E., 2014, *The Fates of Polish immigrants in Winnipeg – a Contribution (to) Learning from Own Biography*, 'Teraźniejszość-Człowiek-Edukacja', No. 67(3), pp. 111-126.

In turn, in another chapter in the thematic publication, the attitudes and opinions of the students of two institutions of tertiary education: in the Masovian and Warmian – Masurian voivodeships relevant to permitting refugees to stay in Poland have been discussed:

1. Lewandowska I., Januszewska E., 2018, *Opinions of the Students of the Maria Grzegorzewska University in Warsaw and the University of Warmia and Mazury in Olsztyn Relevant to the Permitting Refugees to Stay in Poland*, (in:) A. Kamińska, P. Oleśniewicz (eds.), *Edukacja jutra. Wiedza i edukacja w egzystencji współczesnego człowieka,* Wydawnictwo Wyższa Szkoła Humanitas, Sosnowiec, pp. 385-397.

Editing a scientific monograph:

Together with the co-author, I prepared editing a scientific thematic monograph:

1. Januszewska E., Rullac S. (eds.), 2013, *Social Problems in Europe: Dilemmas and Possible Solutions*, Wydawnictwo L’Harmattan, Collection Les Ecrits de BUC Resources, Paris, France, pp. 247. ISBN 978-2-343-01867-6. Reviewers of the publication: prof. Jonas Ruškus, Vytautas Magnus University, Lithuania; prof. Nassira Hedjerassi, University of Reims Champagne Ardenne, France.

 It includes the subjects of social work oscillating around the following subjects: refugees and immigrants, homelessness, street children, orphanity, surrogate families, the problem of suicides amongst children and young people, and domestic violence.

 Since the year 2017, I have been a reviewer in the six-monthly magazine 'Studia Pedagogiczne. Problemy Społeczne, Edukacyjne i Artystyczne', published by Wydawnictwo Uniwersytetu Jana Kochanowskiego.

Scientific conferences and seminars:

 Throughout the eleven years of scientific-research work (following awarding a Ph.D.), I have participated in 35 conferences and seminars: international, and also domestic, at which I presented the results of my scientific-research work (specification of all the conferences and seminars has been presented in Attachment No. 4). Furthermore, I have organised an open lecture and a discussion panel relevant to little homelands and the situation of Chechen children in Poland. I have as well been invited to participate in the discussion panel organised by the Warsaw Uprising Museum, and bearing the following title 'How to Talk with Children About War?'

International collaboration:

 I have participated in four seminars and workshops organised by the European Union (Grundtvig Programme: *Be Part**of World’s Future*, (Romania, 2011); European Youth Centre, Council of Europe: seminar *The role of youth work in combating segregation in school environments* (France, 2012); Programme of the European Union ‘Youth in Action’: workshop *What Role Can Youth Work Play Tackling Racial Discrimination* (Sweden, 2012), and also Gateshead Council, EMTAS (Ethnic Minority and Traveler Achievement Service), Great Britain: a study visit CEDEFOP *Integration of Ethnic Minorities into Gateshead Schools* (2013).

 I am a scholarship holder of the Erasmus programme in Denmark, France and in Turkey (Via University College, Viborg, Denmark, 2010; BUC Resources Centre de Formation & Education Specialisee, Paris, France, 2011 and also Biruni University, Istanbul, Turkey, 2020). Furthermore, I was a visiting professor at *Refugee Studies Centre, Oxford Department of International Development*, at the University of Oxford (2014).

 I commenced scientific collaboration with the University of Manitoba in Winnipeg in Canada, with the Canadian Polish Congress in Winnipeg in Canada, and also with the Center for Refugees (Newcomers Employment & Education Development Services (N.E.E.D.S.) Inc.) in Winnipeg in Canada.

I completed a 3 months long internship (June 2021 to August 2021) at Stadtpiraten

Freiburg e.V. – I worked with refugee children and adults.

Participation in research projects:

 I was as well a member, and an expert, of a research team in projects: 'Innovative Vocational Schooling in Płockie Masovia' (2012); 'Employment of Immigrants/Ethnic Minorities in Poland 2011-2013; Influence Exerted by the Phenomena of Emigration and Immigration upon the Labour Market' (2013-2014); 'Raising Teachers' Qualifications in Work with a Student Having Special Educational Needs – Post-diploma Qualification Studies for the Teachers of Mainstream Schools' (2017) and also I am a member of the „Women on the Move”, (CA19112), European Cooperation in Science & Technology (COST) (2020-2024). I was also an expert of a project among European Cooperation in Science & Technology (COST), January 2021.

 On my own, I conducted six research projects: the grants were provided with the application of, among others, the funds of the Maria Grzegorzewska University, and from one external institution. The research was conducted by myself in Poland, Canada, Great Britain and Lebanon. I conducted as well a single library search in Slavic Collection Elizabeth Dafoe Library, at the University of Manitoba in Winnipeg. I have submitted eight applications for allocating financial means for research grants from external institutions (which were constituted by: Polish-American Fulbright Commission (2010 and 2011); 'Mobility Plus' (2011) Programme; Kościuszko Foundation (2011); Woodrow Wilson International Center for Scholars (2011); Programme of Kolumb Foundation for the benefit of Polish Science (spring and autumn of 2011); Programme of theInstitute for Human Sciences(Institut fuer die Wissenschaften vom Menschen) in Vienna (2011).

Participation in expert and competition teams:

 In the year 2012, I was appointed by the Ministry of Foreign Affairs as one of the experts promoting the person of Janusz Korczak. In that same year, I was as well appointed a jury member in an essay competition for children organised by the Child Rights Ombudsman and the University of Silesia: 'Should Children be Seen, but not Heard?' (the competition was held as part of celebrating the Year of Janusz Korczak).

Membership of scientific organisations and societies:

 I am the member of the Polish Memorial Janusz Korczak Association, Polish Society of Oral History, and also the Team of Social Pedagogy and Andragogics of the Committee of Pedagogical Sciences of the Polish Academy of Sciences.

Received awards and distinctions:

 I received the award of the Rector of the Maria Grzegorzewska Academy of Special Education in Warsaw (2010); distinction in the seventh competition for research work in the field of social pedagogy awarded by the Scientific Society of Łódź (2011), for the monograph *The* *Chechen child in Poland. Between war trauma and refugee experiences*, and I received the award of the Rector of the Jan Dlugosz University in Czestochowa (2020).Furthermore, I won the first place in the category 'Short lecture': it was the award from the students of the Maria Grzegorzewska University awarded to academic teachers for the best conducted didactic classes (in the academic year of 2016/2017).

 By virtue of the decision of the resolution of the Council of the Faculty of Pedagogical Sciences of the Maria Grzegorzewska Academy of Special Education in Warsaw of 29th May, 2013, I was appointed the auxiliary supervisor of the doctoral dissertation of Anna Wojtach, M.A. The title of the doctoral dissertation: *Poverty as the Socialisation Experience of a Child – Between Social Stigmatisation and Coping in Difficult Situation*, the supervisor of which was dr hab. B. Smolińska-Theiss, prof. of the Academy of Special Education).

 I have been the supervisor of 50 dissertations: B.A. and M.A.

 I conduct activity for the benefit of promoting and popularising the ideas of Maria Grzegorzewska and Janusz Korczak relevant to children's rights and respecting the dignity of disabled children from the families of refugees in the local environment. For that, I have received congratulation letters (from the Dean of the Faculty of Social Sciences the Maria Grzegorzewska University, prof. M. Tanaś), letters of gratitude (Krystyna Starczewska, the director Complex of Community General Secondary Schools 'Bednarska' in Warsaw, and also the Polish Association for Legal Education). I have received as well a thank-you letter from the Ministry of National Education for participation in elaborating for teachers informational and training and educational materials relevant to enrolling and teaching foreign children.

1. K. Rubacha, *Budowanie teorii pedagogicznych*, (W:) Z. Kwieciński, B. Śliwerski (red.), *Pedagogika*, T. I, Wydawnictwo Naukowe PWN, Warszawa 2006, s. 61-62. [↑](#footnote-ref-1)
2. Ibidem, s. 62. [↑](#footnote-ref-2)
3. E. Januszewska, U. Markowska-Manista, *Dziecko inne kulturowo w Polsce. Z badań nad edukacją szkolną*, 2017, Wydawnictwo APS, Warszawa, pp.105-106. [↑](#footnote-ref-3)
4. Adat is a strict ethical code of the Caucasian highlanders. [↑](#footnote-ref-4)
5. These were the students of the first year (major: social work) over which I exercised substantive supervision. Being aware of the fact they were not competent and lacked intercultural skills, I organised cyclical meetings during which we discussed difficulties, problems and challenges which they had to face in their contacts with the Chechen family. [↑](#footnote-ref-5)
6. J.W. Berry, *Psychology of acculturation*, (in:) N.R. Goldberger, J.B. Veroff (eds.), *The Culture and Psychology of* *Reader,* New York University Press, New York, 1995, pp. 457-488. [↑](#footnote-ref-6)