

DZIECIŃSTWO W HORYZONTACH BIEDY

Od Redakcji

Temat proponowanego Państwu numeru *Dzieciństwo w horyzontach biedy* jest szczególnie ważny nie tylko pod względem teoretycznym, pedagogicznym, ale przede wszystkim społecznym. Rozległe rozmiary negatywnych skutków doświadczania biedy, zwłaszcza we wczesnym okresie życia, wymagają podjęcia zagadnienia ubóstwa w szerokim, wielowątkowym ujęciu.

Zawarte w numerze teksty ukazują biedę w całym spektrum przyczyn, przejawów i konsekwencji. Podejmują problematykę ubóstwa w nawiązaniu do praw dzieci i warunków ich realizacji na świecie, mechanizmów współczesnego neoliberalnego rynku, kondycji współczesnej rodziny, obciążonej ryzykiem dziedziczenia biedy. Autorzy uruchomili różnorodne dyskursy i „gramatyki” wypowiedzi: Czytelnik ma okazję zapoznać się z danymi typu raportowego, wynikami badań ilościowych, eseistycznym opisem ludzkich doznań i przeżyć, interpretacją wypowiedzi pamiętnikarskich, z poruszającymi narracjami, hermeneutyczną analizą rozumienia pojęć i znaków. Obok artykułów zawierających analizę realiów ubóstwa, pojawiają się również interesujące próby odczytania znaczeń nadawanych biedzie w literaturze, fotografii, malarstwie, rozumienia jej przez dzieci, również te wychowywane na ulicy. Rozważania osadzone są zarówno w kontekstach współczesnych, jak też historycznych i dotyczą sytuacji w Polsce i na świecie.

Bieda dziecięca nie została zredukowana przez Autorów do aspektu ekonomicznego. Widoczna jest jej złożoność, uwikłanie w różnorodne konteksty biograficzne, społeczno-polityczne, kulturowe. Dzięki udziałowi Autorów z różnych ośrodków naukowych w kraju i na świecie mapa dziecięcej biedy w recenzowanym numerze została ukazana w szerokiej perspektywie, ujawniając rozmiary dramatyzmu sytuacji.

From the Editor

The topic of the current issue *Childhood in the horizons of poverty* is particularly important not only in theoretical, pedagogical, but also social terms. The vast magnitude of the negative consequences of experiencing poverty, especially early in life, makes it necessary to take up the issues of poverty in a broad, multi-threaded approach.

The texts comprised in this issue show poverty in the entire spectrum of causes, manifestations and consequences. They approach the problem of poverty in relation to children's rights and conditions of their realization in the world of contemporary neo-liberal market mechanisms, and the state of the modern family, burdened with a high-risk of inheriting poverty. The authors started a variety of discourses and "grammars" of utterances: the reader has the opportunity to become acquainted with the data of a reporting type, results of quantitative studies, essays describing human feelings and experiences, interpretations of memoir statements, moving narratives, the hermeneutical analysis of the understanding of concepts and signs. In addition to articles analyzing the realities of poverty, there are also interesting attempts to read the meanings attributed to poverty in literature, photography, painting, its understanding by children, including those brought up on the street. The considerations are set both in the contemporary as well as in historic contexts and relate to the situation in Poland and abroad.

Children's poverty has been reduced by the Authors to the economic aspect. Visible is its complexity, entanglement in various contexts, biographical, socio-political, and cultural. With the participation of authors from various research centers in Poland and abroad, the map of children's poverty in the reviewed issue has been shown in a broad perspective, revealing the size of the dramatic situation.

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Abstracts

Ewa Marynowicz-Hetka

Problems of endangering a child's development in the context of poverty – a proposition of complex perception from the social pedagogy perspective

This paper aims to present the socio-pedagogical perspective of the meaning of the elements in a child's environment, that may be indicators of poverty, specifying the threshold of bio-socio-cultural endangerment. Poverty as a category is multiplied by context –family, environmental, educational, and individual situations of a child experiencing the deprivation of needs. This perspective requires paying attention in the analysis of the complexity of the issue.

The argument for the necessity to remember to think complex in stating the final aims for action in the practice field, aiming at aiding a child's development in his/her life environment, has been developed. The analysis of endangering a child's development by poverty is carried out in growth processes, social rooting and introducing values in reference to the category, which may be 'risk indicators' for a child's development in the context of poverty.

These are, among others,: the threshold of developmental endangering, indicators of poverty, social age or the general environmental indicator. Such an analysis aims at indicating, in a complex way, the directions for progressing the nurturing of a child's development. These are: acting against environmental issues endangering the development of a child due to poverty, supplementing shortcomings, allowing for the creation of 'social chance conditions' or even rescuing the child, expressed in isolating him/her from their life environment.

Fernando Diogo

From child poverty to the profiles of child poverty: a pathway to be explored

This work is structured around the idea that it is necessary to know more about the child poverty in order to elaborate profiles which can permit a focused intervention centred on the right targets in opposition to a more diffused intervention based on individual experiences and on politics founded on the analysis of the household incomes. In more concrete terms, we problematize the concept of child poverty and mobilize the Portuguese example to confer empirical solidity to the reflections effected.

Eugeen Verhellen

A framework of quality requirements to reflect on the implementation of the Convention on the rights of the Child

During the week of 20 November 2009 the international community celebrated the twentieth anniversary of the adoption of the Convention on the Rights of the Child (hereafter the CRC). This article deals with an attempt to draw a framework of quality requirements in order to improve the reflection on its implementation. In the first part, two fundamental macro developments which are at the origin of the CRC are discussed as well as its most important characteristics. Via these characteristics the second part deals with activities related to implementation. Within the scope of this article it is not possible to do this very exhaustively. The choice was made to do this by means of the already extensive series of policy documents in this matter. This is also a methodological choice: for legal standards

mirror the preceding societal (standards) debate. This analysis shows us that quite a serious number of very important structures and mechanisms have been constructed. Moreover, one can observe that through this the already current discussions on the position of children in society have intensified and even improved, which is essential for realizing human/children's rights.

Wielisława Warzywoda-Kruszyńska

Are all children ours? - poverty amidst children

Though Poland ranks high among countries in the European Union most affected by child poverty, neither politicians, policy makers, nor ordinary citizens consider child poverty a serious social problem. One reason for this might be a lack of understanding of the consequences for individuals and for society that result from growing up poor. In this article I opt for conceptualizing child poverty as the neglect of a child's needs and I provide evidence of how many children are deprived in the pockets of poverty in the city of Lodz.

I make a plea for consolidated action from those who provide social services (social workers, teachers, educators, probation officers, etc.) for young children to enable children in poverty to develop the potential of their minds and thus to achieve success in school and in work when adults.

Brian K. Gran

The rights of Poland's children: Mitigating poverty, inequality, and social exclusion

This article examines how the U.N. Convention on the Rights of the Child (UNCRC) matters to Polish children's poverty, their social exclusion, and lives in an unequal society. It considers what work remains for Poland as a society to realize full implementation of the UNCRC. This article notes that while some pieces appear to be overlooked when pursuing UNCRC implementation, inherent in the UNCRC are limitations to enforcement of young people's rights. This article concludes by asking if complete implementation of the UNCRC is enough for Poland's children.

Piotr Kostyło

Pedagogical implications of a Theory of Suffering

It is a rare thing for a sociologist to present an overall theory of suffering. Jean Foucart, a Belgian sociologist, has undertaken that task. In his "Sociology of Suffering", first published in 2003, he discusses the question of suffering using the category of transactional break (la rupture transactionnelle). In this article the author shows how Foucart refers a number of well-known sociological concepts to suffering and how he justifies the inevitability of a transactional break. In the second and third parts of the article the author illustrates the social dimension of suffering with a few examples taken from Foucart and Zbigniew Kwiecieński, a Polish sociologist of education. In the fourth part the author asks what implication the acceptance of Foucart's theory can have for pedagogy.

Holly J. Thornton

Teaching against the grain of standardization: Developing marginalized students' voices to promote ownership, motivation, challenge and success

This article addresses the issue of marginalized students in American public schools. It refers to the missed aim of the No Child Left Behind program, the role of standards and standardization, the teacher-centered instruction and, ultimately, how to remedy the marginalization of students by allowing "...their voices to be heard as they make decisions about curriculum, instruction, assessment and learning environments that promote ownership, motivation, student challenge and success."

Jadwiga Królikowska

Poverty of children

In 2010 there are in the European Union 80 million people (17%) below the poverty line and among them 19 million children. The poverty of children is considered mostly in the context of poor family, poor local community, or poor country. The poverty of children emphasizes the moral aspect of the phenomenon of poverty, especially if the poverty touches children in the richest countries which are capable of fulfilling the most sophisticated needs of the population. The vulnerability of children to poverty is related to the fact that, in that period of life, there is a very large scale of needs that should be met properly in due time, and that children are completely helpless if their needs are not met. Neglect in the period of childhood cannot be repaired in the future. Poverty acts to the detriment of the physical and psychological welfare of a child, its intellectual development, patterns of behaviour and cultural habits, learning capacities, and future professional abilities and skills.

Teresa Vasconcelos

A "Pedagogy of Border-Crossing": An alternative to poverty and school exclusion

Starting from the context of the Portuguese child poverty situation, and recent investment in early childhood education, the need is highlighted for a "border-crossing pedagogy". Drawing from key concepts such as, "relational agency", "co-configuration" and "knotworking", we question a "child-centred pedagogy" and we present the alternative role of a "border-crossing" pedagogy: we suggest the creation of polycentric spaces for children, of developing projects that are culturally and ethically relevant. We urge working on family involvement, and developing a new concept of early educators as "border-crossers".

Jolanta Sokółowska

The picture of school perceived by children without childhood

The problem of children's poverty is not widely discussed. The subject is embarrassing and inconvenient, brought up periodically, mainly by nongovernmental organisations, foundations and people actively engaged in actions in favour of fighting the poverty or counteracting it.

Children aren't perceived as a direct object of the research concerning a base for recognition of children's experiences with poverty and ways of experiencing it.

The present text is an attempt at answering the question of how children living in a culture of poverty construct their identity, what assumptions and evaluations about themselves and about the world they make. Important also is the issue of the role of education in the processes mentioned. I would like to show the process of socialisation of the children who were examined and the way they construct their identity using as an example children living in a extreme poverty, so-called children of the street. In the interpretation of the empirical material I will refer to the conception of cultural dynamic created by M. J. Hatch.

Ryszarda Czerniachowska, Hanna Kubicka

The problem of children living in the country – research results

This paper has been prepared, based on an analysis of a street questionnaire and interviews carried out with parents and graduates of a school, on the issue of certain aspects of poverty of children living in the country. Economical, social and cultural poverty have been taken into account. The paper includes a synthesized review of Polish experience in the area of taking care of children living in the country.

Angela Horton

Do schools have anything in common with a Gambian baobab tree?

The article is about education in Gambia. Basically, it's about the whole school community as a learning community with everyone working collaboratively. The role of the school principal is crucial in facilitating this. I show that not enough attention is paid to educating / updating school principals - whether they be for Early Years, Older Primary or Secondary schools. The article also tries to show that education is constantly changing, constantly challenging. - that all teachers need to be open-minded, need to be creative and then evaluate that creativity, need to make the most of all kinds of resources, need to be aware of connections and wider impacts, and need to look critically at education from different viewpoints.

Marzena Łotys

The problems of rural life in children's eyes

This article presents excerpts from interviews conducted in 2007-2009 with children aged 5 - 10 living in a village in the Barciany Municipality, Warmińsko-Mazurskie Province. In the interviews, the children responded to questions regarding the conditions of their daily lives, ways of spending time, and sadness and joy accompanying them on a daily basis. The quoted statements have been grouped together so that they present the children's perception of important problems of the Polish countryside.

Hanna Brycz

The faces of consumerism in the context of poverty: the role of social exclusion and questions about mental well-being

Various approaches to consumption, the ego, and wellbeing are compared. It has turned out from three independent studies that consumerism is associated with high self-esteem, especially among mature people (40-50 years old) and adolescents, and the implementation

of the use of the promotional style enhances the acceptance of egotist consumption. The recent study has shown, however, that following the start of the concept of egotist consumption, the mood decreases. The interpretation of the results is similar to the interpretations contained in Tetlock's and others' theory (2000) and leads to the assumption that mood could indicate the way towards "good" consumption.

Aleksandra Lewandowska-Walter

Resilient parenting and secure attachment. How to break „the circle of psychological poverty”?

The purpose of the article is to present the main elements of John Bowlby's attachment theory: the nature of the attachment relationship and its implications for cognitive, emotional and social development of human beings, especially in early childhood as well as the process of intergenerational transmission of poor parental bonding and ways of enhancing early attachment. Attachment theory posits that the early infant – caregiver relationship forms a mental representation that is a blueprint for future relationships, including later parenting. This phenomena is the source of parenting behaviours and styles of attachment transmitted across the generations. This is also the beginning of “the circle of psychological poverty”. One of the proposals helpful in breaking this circle of the negative model of the parent – child relationship may be The Circle of Security COS Project design to alter the developmental pathway of at-risk parents and their young children.

Jadwiga Bińczycka

The child in the circle of misery from Korczak's perspective

The author stresses the role of pictures of reality, of concrete situations, of specific individuals for the better understanding of their problems. She gives pictures of the material and spiritual misery of children from Janusz Korczak's books. Extracts are published from the following titles: *Children of the street (Dzieci ulicy)*, *Child of the Drawing-room, (Dziecko salonu)*, *How to love a Child, (Jak kochać dziecko)*, *Hospital pictures (Obrazki szpitalne)*. The shocking picture from the time of the Warsaw Ghetto ends the presentation of the fate of children in the XIX/XX centuries, in the heart of Europe, full of misery and tragedy.

Monika Nawrot-Borowska

The ups and downs of rural children's lives in Poland in the second part of the nineteenth century and the early twentieth century in the light of literary memoirs

This paper describes childhood in the Polish countryside in the second half of the nineteenth and the early twentieth centuries. The findings presented were based on an analysis of diaries, memoirs and biographies of representatives of the peasantry. The situation of children at that time was determined by two factors: poverty and work. Being a child was subordinated to the survival of the family and its functioning, and the position of the child in the family depended on its usefulness in the farm work. Children grew up in difficult housing and sanitary-hygienic conditions. They were inadequately fed and clad, and their relationship with their parents was characterized by emotional coldness. The whole life of a child from an early age was subordinated to seasonal farm work in the field.

Kamila Juchcińska-Gilka

The existential situation of the children in inter-war Poland in the light of memoirs

Using the analysis of peasants' memoirs as a basis, the author characterized childhood in the Polish countryside in Poland between WWI and WWII. Peasant children of that time were poorly dressed, barefoot, often hungry or poorly nourished, neglected by their parents. They spent most of the time working with their parents on the farm, mainly minding cattle and caring for younger siblings. They had little time for fun. Lack of money for clothing and footwear and the need to work were the most common reason for children's absenteeism from school.

Joanna Szewczyk-Kowalczyk

The relationship of poverty, fairy tales and the child's world

The author undertook an anthropological reconstruction of the image of poverty in fairy tales and folk tales. Referring to cultural archetypes and symbols she outlined the common ground of narrative and structural space discovered in the cited examples. Although the text is not exactly part of the narrative stream, the proposed study has the characteristics of semiotic research into the magical plots of fairy tales. Putting the study of texts for children in the wider social and cultural context, makes this study a contribution to the debate on the role, nature and the condition of intergenerational transmission, and timeless meditation on the ways of overcoming poverty and crossing the borders of social and economic stratification and, in fact, the essence of the fairy tale and its role in the child's life.

Małgorzata Karczmarczyk

Poor children. Analysis of images of the poverty recorded in painting and photography

A child's watching, sad eyes. Monstrously emaciated forms in torn, dirty clothes, illness, fear, epidemics.... Through these and other images of the war, of poverty, we know suffering, in which the defenceless child is often a central object of the cinema, literature, photography and paintings. Multidimensional and diverse ranges of children's poverty are becoming the inspiration for art, for which he is a purpose...? Yeah what purpose is actually motivating artists presenting the poverty? What role is the small child performing in them? And who „is saying” so to the truth behind the mediation of such images and photographs? In the present article I will try to expand the context „of reading out” of recorded and stereotyped images of the poverty well-known for the painting and the photography.

Alicja Komorowska-Zielony

Children's conceptions of poverty – a shot from research

Children from an early age show interest in the world around them. They ask probing questions which are an expression of surprise and attempts to explain processes and phenomena. To answer the question of how the school system responds to children's curiosity and naive concepts of reality with its curricular offer, I focused on the concept of poverty as something inscribed in everyday life, and even experienced by some pupils. Preliminary research conducted among pupils in grades 1-3 of primary school were an incentive for the children to define the concept of poverty and to formulate

possible solutions to the problem. The results indicate the existence of informal concepts of poverty, its causes and strategies for the prevention of its occurrence, but at the same time a lack of interest in schools in the development of this kind of knowledge.

Monika Wiśniewska-Kin

Accustoming and sensitizing pupils to the problem of poverty

The problem of poverty is important, but very difficult, because it concerns a change of thinking about being together. I introduced this problem to students of the third class of a primary school. I began part of these lessons with a fairy tale 'A girl with matches'. We were talking about the poverty of existence and intellectual and mental poverty. Another problem was getting accustomed to the phenomenon of poverty. We finished our lessons with the reflection concerning the press articles: 'A girl with matches', 'I provide for my mother and father', '200 million children work'. We summarized our work with the conclusion: it is necessary to teach children how to get used to poverty and how to be sensitive to it. When they want to help they should remember to be reasonable.