Pwani University

University of Szczecin

INSTITUTE OF PEDAGOGY
UNIVERSITY OF SZCZECIN

GUARDIAN

BOOK OF ABSTRACTS

INTERNATIONAL SCIENTIFIC CONFERENCE

Sharenting and Children's Rights in European and East African Perspectives

Organised within the **GUARDIAN** *project*
"Growing online – how to protect our children in the digital world?"

20–21 November 2026

hybrid in Szczecin · online in Kilifi

Pwani University (Kilifi, Kenya) • University of Szczecin (Szczecin, Poland)

Funded by the European Union

GUARDIAN · Grant Agreement No. 101182798 · HORIZON-MSCA-2023-SE-01

About the Conference

Childhood increasingly begins online, long before a child first reaches for a screen. Ultrasound scans, first steps, school achievements and family crises find their way onto social media through parents, grandparents, carers and, not infrequently, schools and institutions. Sharenting – adults sharing a child's image and personal information online – is no longer a private family matter. It has become a phenomenon where children's rights, digital ethics, family life, education and law meet; and with the rise of recommendation algorithms and generative artificial intelligence, a child's image, once published, takes on a life over which the parent no longer has control.

The phenomenon is global, but its faces are local. It looks different in Poland, Czechia or the United Kingdom, and different again in Kenya, where the rapid growth of mobile internet meets distinct traditions of communal child-rearing, different family patterns and a different legal context. This is why the conference brings together researchers and practitioners from both continents, so that the voices of East Africa and Europe are heard on equal terms.

The conference is co-organised by Pwani University in Kilifi (Kenya) and the Institute of Pedagogy, University of Szczecin (Poland), within the GUARDIAN project "Growing online – how to protect our children in the digital world?" (HORIZON-MSCA-2023-SE-01, Grant Agreement No. 101182798). It is held as a hybrid conference in Szczecin, on site at the Institute of Pedagogy and online; Pwani University and all other participants join online.

This book contains the conference programme, followed by the abstracts and biographical notes of the papers, arranged alphabetically by the surname of the first author. The session and its time are given at the top of each entry, in Central European Time (CET) and East Africa Time (EAT).

Conference Partners – GUARDIAN Project Partners

University of Silesia in Katowice (US), Poland – project coordinator
University of Szczecin (USz), Poland
Palacký University Olomouc (UP), Czechia
Polish University Abroad in London (PUNO), United Kingdom
Pwani University (PU), Kilifi, Kenya

Committees

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Prof. Stephen Joshua Muoki – Pwani University, Kilifi, Kenya
Assoc. Prof. Elżbieta Perzycka-Borowska – University of Szczecin, Poland

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Klaudia Wolska, M.A. – University of Silesia in Katowice, Poland

Programme

Day 1 · Friday, 20 November 2026

09:00–13:25 CET · 11:00–15:25 EAT

09:00–09:20 CET
11:00–11:20 EAT

Opening

Anna Brosch, PhD, University of Silesia in Katowice, GUARDIAN Project Coordinator
Stephen Joshua Muoki, Prof., Pwani University, Conference Coordinator
Elżbieta Perzycka-Borowska, Assoc. Prof., University of Szczecin, Conference Coordinator

09:20–10:55 CET
11:20–12:55 EAT

SESSION I

Sharenting Across Disciplines and Cultures

Senior researchers' session

Moderators: Anna Brosch, PhD, University of Silesia in Katowice, Poland · Leszek Kulaszewicz, M.A., Polish University Abroad in London, United Kingdom

Jarek Janio – *Sharenting Exists: Five Questions for Living With Children's Digital Traces* p. 24

Wojciech Walat, Tomasz Warzocha, Waldemar Lib – *The Role of a "Good School" in Developing Digital Competencies: Preparing Children to Manage Their Digital Identity and Footprint* p. 52

Agnieszka Szajner, Elizabeth Jumwa Munyaya, Anna Brosch, Dominika Provázková Stolinská – *The Child as a Security Asset: Sharenting, Hybrid Threats and the Gaps in UK National Security Policy* p. 48

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Discussion

10:55–11:05 CET
12:55–13:05 EAT

Break

11:05–13:25 CET
13:05–15:25 EAT

SESSION II

Children's Rights and the Child's Digital Identity

Moderators: Stephen Joshua Muoki, Prof., Pwani University, Kenya · Sabina Paleczna, M.A., University of Silesia in Katowice, Poland

Part 1 – Children's Rights in National and International Law

Ezekiel Some – *Protecting Children's Rights in the Digital Environment: Privacy, Image Rights, Digital Identity and Consent in International, European and Kenyan Law* p. 46

Viktor Savinok – *Sharenting and the Child's Constitutional Right to Privacy in Ukraine* p. 44

Commentary and discussion

Part 2 – Digital Identity and the Child's Own Story

Elizabeth Jumwa Munyaya – *"Posted Without My Permission": Children's Voices, Digital Identity and the Right to Be Heard in Sharenting Practices in Coastal Kenya* p. 38

Leszek Kulaszewicz – *The Child's Do-It-Yourself Biography: Datafication, Risk and Narrative Identity in Sharenting* p. 34

Hafiz Sohail Ashiq – *Can less pupil information support useful AI feedback on mathematics?* p. 12

Commentary and discussion

13:25 CET
15:25 EAT

End of the Conference Day 1

Day 2 · Saturday, 21 November 2026

09:00–15:00 CET · 11:00–17:00 EAT

09:00–10:15 CET
11:00–12:15 EAT

SESSION I

Digital Learning, Child Well-being and Faith Communities

Senior researchers' session

Moderators: Aleksander Cywiński, PhD, University of Szczecin, Poland · Aneta Witosz, M.A., University of Szczecin, Poland

Eunika Baron-Polańczyk, Jacek Jędryczkowski – *Project "Short and to the point" – research report* (video presentation) p. 14

Ochanda Margret Morangi, Stephen Joshua Muoki – *Sharenting among Churches in Kenya: Privacy and Child Protection in Online Church Spaces* p. 36

Özge Canoğulları – *Digital Footprints and Child Well-being: Psychological Reflections of Early Exposure and Sharenting* p. 16

Aleksander Cywiński – *Legal Protection of the Child in the Digital Environment from an International Perspective* p. 18

Discussion

10:15–10:25 CET
12:15–12:25 EAT

Break

10:25–12:00 CET
12:25–14:00 EAT

SESSION II

Parenthood, Presence and the Child's Voice

Moderators: Anita Karyń, PhD, University of Szczecin, Poland · Oliwia Bator, M.A., University of Szczecin, Poland

Dorcas Chebet Juma – *"Behold the Child I Bore": An Afro-Feminist-Cultural Hermeneutical Reading of 1 Kings 3:16–28 in the Age of Sharenting and Children's Digital Rights* p. 26

Cecilia Zsögön, Monika Czyżewska – *"Present but absent" – school professionals' perspectives on parental absence, emotional neglect and digital media in Warsaw primary schools* p. 58

Anna Watoła, Klaudia Wolska, Sabina Paleczna – *My Childhood, whose story? Creating conditions for children's participation in parental sharenting practices* p. 54

Sadaf Kanwal – *Digital Privacy of Children with Complex Communication Needs in the Age of Sharenting* p. 28

Grażyna Erenc-Grygoruk – *When Parents Share a Young Child's Disability Online, Whose Story Is Being Told?* p. 20

Commentary and discussion

12:00–12:10 CET
14:00–14:10 EAT

Break

12:10–14:50 CET
14:10–16:50 EAT

SESSION III

Family, Platforms and the Image of the Child

Moderators: Agnieszka Szajner, PhD, Polish University Abroad in London, United Kingdom · Joanna Szumiło-Jackowska, M.A., University of Szczecin, Poland

Part 1 – Family, Community and Monetised Childhood

Aneta Witosz, Oliwia Bator – *Family as a Brand: The Case of Polish Influencers* p. 56

Andreea Voina, Crina-Maria Bulz – *The Representation of Minors in Parental Content on TikTok: An Analysis of Exposure, Authenticity, and Sponsorship Disclosure* p. 50

Marcin Flis – *The 2026 PEGI Reform: A Case Study on Regulating Predatory Game Mechanics* p. 22

Commentary and discussion

Part 2 – Platforms, Regulation and the Image of the Child

Edyta Kowalczyk-Łuc, Joanna Szumiło-Jackowska – *Sharenting on Instagram and the Adultification of Children's Image: Visual Strategies of Presenting Childhood* p. 32

Anita Karyń – *How Parents Protect Their Children's Image Online* p. 30

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Włodzimierz Olszewski – *Sharenting and the Freedom to Post in a Community Where Everyone Knows the Child* p. 40

Commentary and discussion

14:50–15:00 CET
16:50–17:00 EAT

Closing of the Conference

Stephen Joshua Muoki, Prof., Pwani University, Conference Coordinator
Elżbieta Perzycka-Borowska, Assoc. Prof., University of Szczecin, Conference Coordinator

15:00 CET
17:00 EAT

End of the Conference

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COMMERCIAL SHARENTING, MOMAGERS, KIDFLUENCERS, METRICS, COMMERCIAL VIABILITY

MARCELLA RIWO ABUDHO
UNIVERSITY OF SZCZECIN, POLAND

Metrics in Commercial Sharenting: Protection Measures for Momagers and Kidfluencers



A smiling toddler with food on his cheek among likes and statistics: "A smeared little cheek was a moment for family and a resource online"
Generated by Elżbieta Perzycka-Borowska and Aneta Witosz · Conscious Sharenting Month, University of Szczecin, May 2026

Abstract

Commercial sharenting has transformed modern family life into a performative, highly monetized business model. At the center of this industry are momagers (mother-managers) and kidfluencers (child content creators). This paper examines the complex intersection of digital analytics and child welfare by analyzing the performance metrics that drive this economy and the measures service providers have introduced in response to the controversies around child safety designed to protect minor creators. First, this study categorizes the core metrics dictating commercial viability at the platform level, monetizing revenue streams and child-specific indicators. Second, this paper evaluates current multi-level protection measures employed by service providers towards child protection to safeguard and continue growing the industry. Service providers, including social media platforms and influencer marketing agencies, establish infrastructure to manage age gates, content moderation, and child-directed monetization safeguards. Additionally, they offer tech tools and campaign guidelines that assist momagers with optimization while helping brands secure return on investment and maintain brand safety. Despite emerging legislative and industry safeguards, current protections remain a fragmented patchwork heavily reliant on voluntary parental compliance. This paper highlights critical gaps in long-term safety enforcement and advocates for standardized, legally binding frameworks to protect children from the commercial pressures of the attention economy.

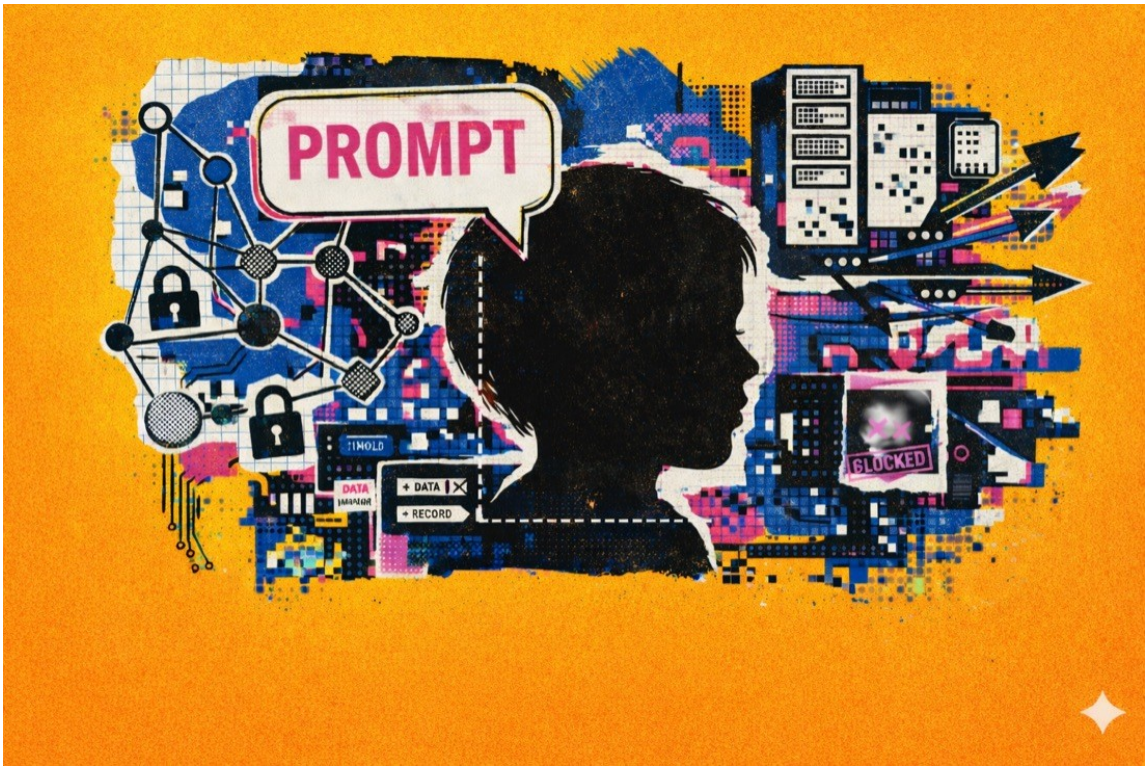
About the Author

Marcella Abudho is a doctoral student in management and quality sciences at the University of Szczecin, Poland, and an assistant lecturer at Pwani University, Kenya. Her current academic pursuits are deeply centered on the complex intersection of organizational development and the evolving technological paradigms of Industries 4.0 and 5.0. Her areas of interest in research include technology strategy, AI, knowledge transfer, commercial sharenting, collaboration and policy within markets.

DATA MINIMISATION, CHILDREN'S RIGHTS, TEACHERS' AI LITERACY, MATHEMATICS FEEDBACK, GENERATIVE AI

HAFIZ SOHAIL ASHIQ
INDEPENDENT RESEARCHER, PAKISTAN

Can less pupil information support useful AI feedback on mathematics?



A child's silhouette facing the word "PROMPT", surrounded by data, padlocks and servers
Generated by Elżbieta Perzycka-Borowska and Aneta Witosz · Conscious Sharenting Month, University of Szczecin, May 2026

Abstract

Teachers using generative AI for mathematics feedback must decide what information about a pupil to share. Earlier answers and records of difficulties may help the tool, but they also reveal more about the pupil's learning. Judging what information is needed is part of teachers' AI literacy. This paper presents a study design informed by Article 16 of the UN Convention on the Rights of the Child, General Comment No. 25 on children's rights in the digital environment, and the data minimisation principle in Article 5(1)(c) of the GDPR. The GDPR principle provides a reference for examining data use, without assuming its legal applicability in Pakistan. The proposed study will use fictional pupil cases based on Grade 5 fraction tasks aligned with the mathematics curriculum taught in Punjab, Pakistan. Educators with primary mathematics experience will review the cases and develop guidance for assessing feedback. A generative AI tool will receive the same task and pupil response under three conditions: without earlier work, with a short learning summary, and with a detailed mathematics learning history. Summaries will follow a fixed template and contain only information supported by the histories. Names and unrelated personal details will be excluded. A separate group of primary mathematics educators will assess whether the feedback identifies errors correctly, provides accurate explanations, and suggests useful next steps. The conditions will be compared using assessment criteria agreed before testing, including what counts as useful feedback. The study will examine whether additional learning history improves feedback and where reduced information may be sufficient. It will not measure actual privacy risk or pupil learning gains. Its findings could inform teacher guidance on sharing pupil information carefully when using generative AI.

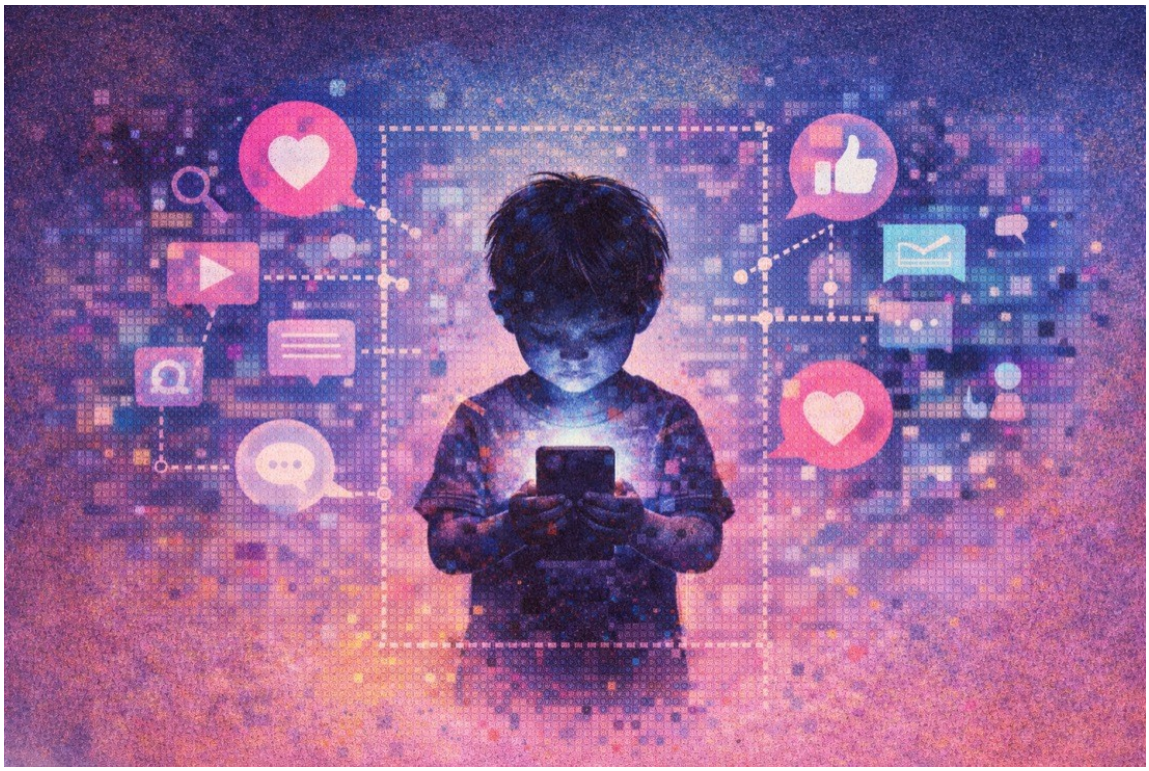
About the Author

Hafiz Sohail Ashiq is an educator from Pakistan with experience teaching mathematics. He holds an M.Phil. in Education from the University of the Punjab. His research interests include teachers' AI literacy, educational assessment, and the responsible use of generative AI in teaching. He is interested in examining whether prospective primary teachers' self-reported AI literacy predicts their ability to identify mathematical errors in AI-generated formative feedback.

EDUCATIONAL VIDEO, YOUTUBE ANALYTICS, COGNITIVE STRATEGIES, LEARNING

EUNIKA BARON-POLAŃCZYK
JACEK JĘDRYCZKOWSKI
UNIVERSITY OF ZIELONA GÓRA, POLAND

Project "Short and to the point" – research report



A child lit by the glow of a phone, surrounded by app icons and hearts
Generated by Elżbieta Perzycka-Borowska and Aneta Witosz · Conscious Sharenting Month, University of Szczecin, May 2026

Abstract

Fifty videos were created on the YouTube channel “JJ Kursy” within the “Short and to the point” playlist and evaluated during workshops across three age groups. Different cognitive strategies were observed in each group when using the same materials. These strategies were also analyzed in the long term among the wider internet audience using YouTube Analytics reports.

Analyzing the retention charts revealed that viewers rarely watch the videos in their entirety. Only when materials last less than one minute do viewers engage with the complete educational message. Even then, they employ a fast-filtering strategy, skipping the opening and closing credits. Watching videos up to three minutes long consistently involves fast-forwarding until a key procedure is found; once the required information is obtained, the viewing session typically ends. For videos lasting up to 10 minutes, the average percentage viewed is only 31%. In this case, the most frequent strategy is skipping the theory, filtering information, and starting the video from the final fragments. While this strategy significantly increases the pace of work, it may not be effective for complex or abstract topics. This suggests a need to atomize educational content to adapt it to the cognitive preferences of internet users.

About the Authors

Eunika Baron-Polańczyk

Eunika Baron-Polańczyk, Professor at the University of Zielona Góra and holder of a habilitated doctorate at the Institute of Pedagogy, where they serve as Head of the Department of Media and Information Technologies. Their research interests focus on media pedagogy and the applications of ICT in education. Since 2011, they have been the coordinator of the international research project "ICT in Educational Design – Processes, Materials, Resources" and the scientific editor of the monograph series of the same title. They also serve as a substantive expert and coordinator for educational projects at the Academy of Programming and Robotics (since 2018), and as a co-editor of the book series "Educational and vocational challenges and dilemmas" (since 2014).

Jacek Jędryczkowski

Jacek Jędryczkowski, PhD, works at the Department of Media and Information Technology, Faculty of Social Sciences, University of Zielona Góra. His research investigates communication, the influence and perception of multimedia messages, issues of informatization, applications of information and communication technologies, and models of multimedia distance learning. Jacek has authored three books, one co-authored, and over fifty articles (see: https://staff.uz.zgora.pl/jjedrycz/publikacje.html). He has created numerous video courses accessible on his YouTube channel, JJ Kursy (www.youtube.com/c/JJKursy). His contributions extend from written scholarly publications to digital educational content, fostering a comprehensive approach to technology and communication studies.

SHARENTING, CHILD WELL-BEING, DIGITAL FOOTPRINT, PSYCHOLOGICAL GUIDANCE, DIGITAL CHILDHOOD

ÖZGE CANOĞULLARI
ARTVIN ÇORUH UNIVERSITY, TÜRKIYE

Digital Footprints and Child Well-being: Psychological Reflections of Early Exposure and Sharenting



A small figure caught in a web of black arrows on a green background
Generated by Elżbieta Perzycka-Borowska and Aneta Witosz · Conscious Sharenting Month, University of Szczecin, May 2026

Abstract

Childhood increasingly begins online long before children possess the cognitive maturity or digital literacy to consent to the digital footprint being created for them. Parental digital sharing—commonly known as sharenting—has evolved from a private family documentation practice into a complex socio-digital phenomenon. While parents often share milestones out of affection and connection, the psychological consequences for developing children warrant critical academic examination from a guidance and counseling perspective. This paper explores the intersection between early digital exposure, sharenting practices, and children's psychological well-being and developmental rights. Grounded in contemporary developmental frameworks, the study examines how a permanent digital exposure and loss of privacy during formative years affect a child's emerging self-concept, emotional security, and vulnerability to social comparison. Furthermore, the paper highlights the psychological risks associated with algorithmic and institutional sharenting, emphasizing how children's digital traces are monetized and repurposed without their agency. Drawing on the United Nations Convention on the Rights of the Child (UNCRC) and General Comment No. 25, the research underscores the ethical imperative to protect children's dignity and right to a private identity. Finally, the presentation outlines preventive guidance strategies, digital literacy interventions for families, and actionable frameworks for schools and counselors to safeguard children's mental health and amplify the child's voice in digital age discourse.

About the Author

Özge Canoğulları is an Associate Professor in the Department of Guidance and Psychological Counseling at Artvin Çoruh University, Türkiye. Her research focuses on educational technology, peer dynamics, pre-service teacher training, and psychological counseling frameworks. She has extensively authored empirical studies and projects addressing developmental and educational challenges in the digital era. Her primary areas of academic interest include adolescent development, digital addictions—specifically internet, social media, and online gaming addictions—and preventive mental health interventions for youth.

CHILDREN'S RIGHTS, DIGITAL ENVIRONMENT, GENERAL COMMENT NO. 25, CHILD PROTECTION LAW, SHARENTING

ALEKSANDER CYWIŃSKI
UNIVERSITY OF SZCZECIN, POLAND

Legal Protection of the Child in the Digital Environment from an International Perspective



A drawn profile of a child's head linked to servers, data centres and photographs
Generated by Elżbieta Perzycka-Borowska and Aneta Witosz · Conscious Sharenting Month, University of Szczecin, May 2026

Abstract

General Comment No. 25 (2021) of the UN Committee on the Rights of the Child asks States parties to the Convention on the Rights of the Child to carry its standards into national law and policy on the digital environment. The paper asks how this shared standard has been translated into national provisions protecting children online, and how these provisions differ between countries. It considers government documents adopted between 2016 and 2026, a period that opens with the General Data Protection Regulation, and reads binding acts separately from national strategies and programmes, so that the gap between what a state declares and what it obliges can be seen. Examples include the Polish child protection standards introduced in 2023, the UK Online Safety Act 2023, and Kenya's Data Protection Act 2019 and Children Act 2022. Four questions guide the reading: which online risks the documents name and which they leave out; whether the child appears as an object of protection or as a holder of rights; who is made responsible – parents, schools, the state or digital platforms; and whether the law recognises that a parent or a school may itself be the source of a violation, as in sharenting. The paper draws on the perspective of human rights and family law.

About the Author

Aleksander Cywiński is an assistant professor at the University of Szczecin, Faculty of Social Sciences, Institute of Pedagogy, Department of General Pedagogy, Didactics and Cultural Studies. He holds a doctoral degree in social sciences in the discipline of pedagogy. He is also a lawyer and an educator, and previously worked as a court probation officer for adults. His work addresses human rights and family law, as well as questions of culture.

SHARENTING, CHILDREN WITH DISABILITIES, EARLY CHILDHOOD EDUCATION, SPECIAL EDUCATIONAL NEEDS, CHILD'S RIGHT TO PRIVACY

GRAŻYNA ERENC-GRYGORUK

WEST POMERANIAN BUSINESS SCHOOL – UNIVERSITY OF APPLIED SCIENCES IN SZCZECIN, POLAND

When Parents Share a Young Child's Disability Online, Whose Story Is Being Told?



Family silhouettes beneath a cloud of photographs labelled "Childhood archive"
Generated by Elżbieta Perzycka-Borowska and Aneta Witosz · Conscious Sharenting Month, University of Szczecin, May 2026

Abstract

Parents of young children with disabilities increasingly document diagnosis, therapy and everyday progress on social media. They often do so for understandable reasons: to seek support, to raise funds for rehabilitation, to fight stigma or to connect with other families. Yet such posts disclose health data, developmental difficulties and moments of vulnerability. They concern children who are often too young, or have too few communication resources, to understand or refuse publication. This paper argues that sharenting affects children with special educational needs in a specific and doubled way. They are exposed both as young children and as children whose disability becomes part of a public narrative written by adults. Drawing on the UN Convention on the Rights of the Child, the Convention on the Rights of Persons with Disabilities and the literature on sharenting, the paper discusses three tensions: between the parent's need for support and the child's right to privacy; between "inspiring" content and the child's dignity; and between permanent digital traces and the child's future identity. Particular attention is paid to the role of early childhood and special education teachers. These teachers often see such posts, are asked to share photos from kindergarten or therapy sessions, and are trusted by parents. The paper proposes practical guidelines for teachers and therapists who talk with parents about online sharing, so that families can seek support without making the child's disability a public story the child never chose.

About the Author

Grażyna Erenc-Grygoruk holds a PhD in humanities in the field of pedagogy from the University of Szczecin. She lectures at the West Pomeranian Business School in Szczecin. Her main interests concern the child and the pupil: their predispositions and abilities, and the conditions for effective development and education. She is the author and co-author of books and of about one hundred popular science articles, among others on the impact of the media on children's cognitive processes, foreign language learning at pre-school and early school level, the child's loneliness at school, and preparing Polish schools for migrant children. Since 2005 she has been a member of the West Pomeranian Regional Association of Teachers Innovators for the Quality of Education "Edukacja Jutra" in Szczecin, and she is a member of the Polish association "Edukacja Nauka Kultura".

CHILDREN'S SAFETY, DIGITAL TRANSFORMATION, GAME STUDIES, GAMBLIFICATION

MARCIN FLIS
“GRANIE JEST EASY” ASSOCIATION, POLAND

The 2026 PEGI Reform: A Case Study on Regulating Predatory Game Mechanics



A child’s silhouette on red, with photographs pulled towards the word “Algorithm”
Generated by Elżbieta Perzycka-Borowska and Aneta Witosz · Conscious Sharenting Month, University of Szczecin, May 2026

Abstract

This paper analyzes the impact and efficacy of the Pan-European Game Information (PEGI) reform introduced in June 2026, which represents a critical response to the proliferation of predatory game mechanics. The primary objective is to evaluate the newly implemented "interactive risks" criteria and updated content descriptors (pictograms), which shift the classification paradigm from solely content-based assessments to the scrutiny of underlying game systems. Specifically, the reform targets randomized paid items (loot boxes), psychological pressure mechanics (play-by-appointment), unregulated online interactions, and blockchain or NFT integration. Through a comparative case study of prominent titles most severely affected by these regulatory shifts, this research elucidates the practical mechanisms of the new framework. While major rating boards globally recognize the gamblification of video games as a threat to minors and their digital rights, Europe's strict stance exposes a severe regulatory asymmetry. Unlike PEGI's, the North American system (ESRB) remains stagnant—relying on passive disclosures and shifting the burden of protection onto parental controls rather than enforcing age-rating escalations. Meanwhile, mobile-first markets like East Africa depend on the International Age Rating Coalition (IARC). Because IARC relies on automated, unverified developer self-declarations, creators easily secure "family-friendly" ratings despite embedding aggressive gacha mechanics. Consequently, corporations freely deploy predatory monetization abroad that is restricted in Europe, leaving non-European youth disproportionately vulnerable to gambling-like design. This paper situates the 2026 PEGI reform within the broader framework of international children's rights standards. By grounding the analysis in concrete examples of altered game ratings, the study argues for the urgent harmonization of global digital safety regulations. It concludes that unless international bodies transition from passive self-regulation to enforceable oversight, the Digital Fairness principles championed in Europe will inadvertently foster a two-tier global digital economy, shifting the burden of predatory monetization onto African and North American countries.

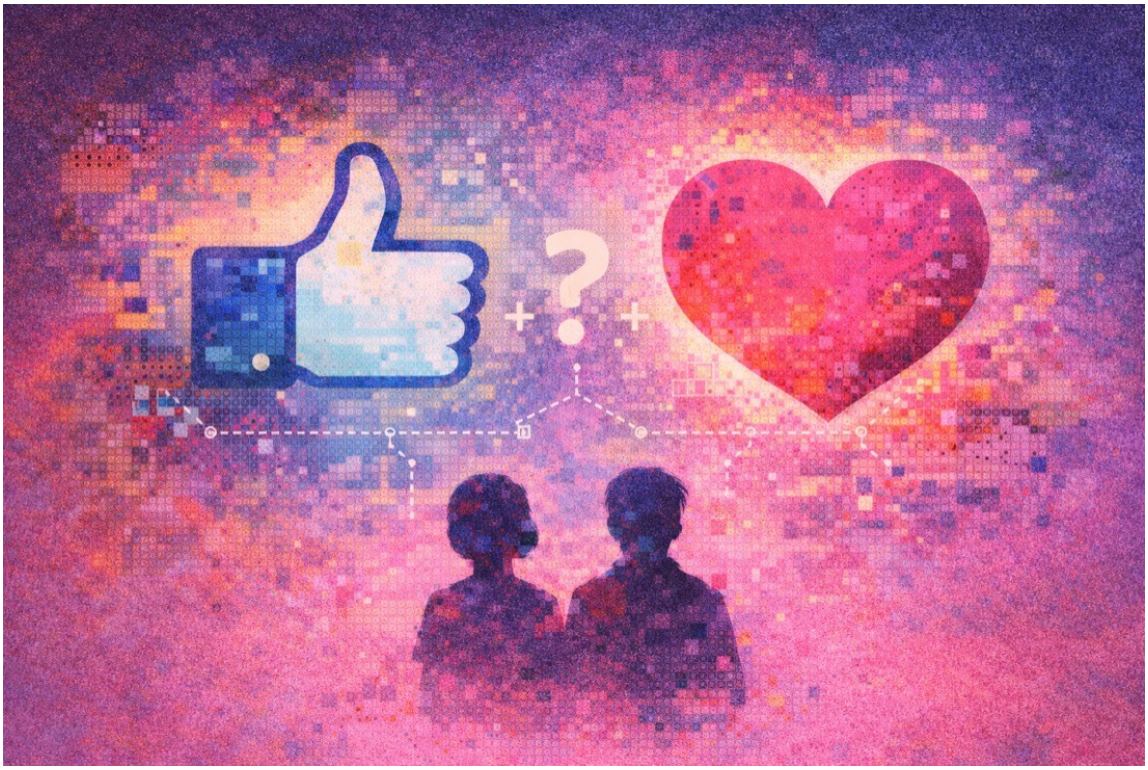
About the Author

Marcin Flis is a doctor of social sciences, founder and representative of the Szczecin-based association “Granie jest Easy”. His research focuses on the digitalisation of public policy, the socio-cultural impact of video games and the risks associated with them, and the history of gaming pop culture in Poland. He promotes the inclusion of digital and analogue entertainment in activating different age and social groups.

SHARENTING, CHILDREN'S PRIVACY, DIGITAL IDENTITY, CHILD PARTICIPATION, FAMILY COMMUNICATION

JAREK JANIO
SANTA ANA COLLEGE, USA

Sharenting Exists: Five Questions for Living With Children's Digital Traces



A thumbs-up and a heart with a question mark between them, above two small figures
Generated by Elżbieta Perzycka-Borowska and Aneta Witosz · Conscious Sharenting Month, University of Szczecin, May 2026

Abstract

Sharenting is already part of family and social life. The important question is how adults distinguish private sharing from public exposure. This talk examines five questions: Who is the audience? What does the image reveal? Can the child meaningfully participate in the decision? What happens after the post leaves our control? Can the same purpose be achieved with less exposure? The talk considers how photographs and stories can be copied, analyzed, redistributed, or used to construct a child's enduring digital identity. It argues for thoughtful boundaries that protect children's privacy while recognizing the value of family connection and communication.

About the Author

Jarek Janio, Ph.D., is a faculty coordinator and professor of English as a second language at Santa Ana College in California. His work focuses on student learning, competency-based education, assessment, equity, and educational technology. He founded the National SLO Symposium in 2014, the Friday SLO Talks in 2020 and the California Outcomes Assessment Coordinators Hub in 2021. He is the author of Interrogating, Disrupting, and Reframing College Student Learning Outcomes, published by Routledge in 2026, and co-editor of Algorithmic Circle (Impuls, 2026). With the University of Szczecin he co-hosts the online Seminar for Young Researchers.

AFRO-FEMINIST-CULTURAL HERMENEUTICS, SHARENTING, CHILDREN'S DIGITAL RIGHTS, MATERNAL AGENCY, NARRATIVE MARGINALIZATION, REMEMBRANCE AND JUSTICE

DORCAS CHEBET JUMA
STELLENBOSCH UNIVERSITY, SOUTH AFRICA / PWANI UNIVERSITY, KENYA

"Behold the Child I Bore": An Afro-Feminist-Cultural Hermeneutical Reading of 1 Kings 3:16–28 in the Age of Sharenting and Children's Digital Rights



Hands holding a phone with a shattered glowing heart, under the neon words "Handle with care"
Generated by Elżbieta Perzycka-Borowska and Aneta Witosz · Conscious Sharenting Month, University of Szczecin, May 2026

Abstract

Online sharing of the lives of children commonly termed sharenting, continues to raise urgent ethical questions about consent, agency, and digital identity. 1 Kings 3:16–28 is commonly remembered for the wisdom of Solomon. However, an Afro-feminist-cultural hermeneutical lens re-reads the text to foreground the voices of two women whose dispute over a living child raises questions about maternal voice, embodied care, and the contested representation and ownership of children. African feminist thought, oral traditions, and communal child-rearing values open up possibilities for exploring how competing maternal claims are negotiated through embodied care and the protection of children. The true mother's plea, כִּי נִכְמְרוּ רַחֲמֶיהָ עַל־בְּנָהּ (ki nikmeru raḥameha ʿal-benah, "for her compassion for her son grew intense"), is interpreted as an expression of embodied resistance and protective love. In the text, the living child becomes the focus of conflict and symbolic meaning. On the other hand, the dead child remains unnamed and voiceless, a casualty of desperation and narrative marginalization. It is from this perspective that one sees the need for a theological ethic of remembrance that attends to the naming, mourning, and pursuit of justice for children silenced in ancient texts and contemporary digital cultures. The argument unfolds in three movements: the living child as a contested symbol, the dead child as a silenced figure, and the theological reclamation of memory and justice. African contexts shaped by mobile-phone culture, inter-generational care, and gendered digital labour, reviews symbolic erasure to propose a theology grounded in Afro-communal values, children's dignity, and feminist ethics of care.

About the Author

Rev. Dr. Dorcas Chebet Juma is a Senior Lecturer in the Department of Philosophy and Religious Studies at Pwani University, Kilifi, Kenya. She is a research fellow at Stellenbosch University and the University of South Africa (UNISA). Juma is a theologian and scholar whose research engages African spiritualities, gender justice, sacred texts, and social ethics. Her work often draws on Afro-feminist and liberation perspectives to interrogate the intersections of religion, culture, sexuality, and public life. She is an ordained minister and an active voice in ecclesial, academic, and activist spaces, committed to decolonizing theology and amplifying African narratives of resilience, healing, and transformation.

SHARENTING, CHILDREN'S DIGITAL RIGHTS, DIGITAL PRIVACY, COMPLEX COMMUNICATION NEEDS, AUGMENTATIVE AND ALTERNATIVE COMMUNICATION (AAC)

SADAF KANWAL
YOUNG MUSLIM INCLUSIVE EDUCATION SYSTEM & 7 SENSES, WAH CANTT, PAKISTAN

Digital Privacy of Children with Complex Communication Needs in the Age of Sharenting



Badge: a child's silhouette surrounded by cameras and eyes: "Everyone is watching. No one sees."
Generated by Elżbieta Perzycka-Borowska and Aneta Witosz · Conscious Sharenting Month, University of Szczecin, May 2026

Abstract

The growing use of social media has made sharenting, or parents' sharing of children's information, photographs, videos, and personal experiences online, an increasingly important issue concerning children's privacy and digital rights. While sharenting may promote awareness, social support, advocacy, and inclusion, it may also raise concerns about children's privacy, dignity, digital identity, and autonomy.

These concerns may be particularly significant for children with complex communication needs, including children who use Augmentative and Alternative Communication (AAC). Their experiences related to communication difficulties, disability, therapy, education, and daily life may be shared online by adults without meaningful consideration of their communication preferences or ability to participate in decisions about their digital representation.

This presentation explores sharenting through the perspectives of communication rights, inclusive education, and children's rights in digital environments. It considers how online sharing may influence the privacy, dignity, and future digital identities of children with complex communication needs. It also highlights the importance of recognizing these children as rights-holders whose views and preferences should be supported through accessible communication methods.

Drawing on perspectives from speech-language pathology and special education, the presentation proposes a rights-based approach to ethical sharenting that emphasizes privacy protection, meaningful participation, respect for children's dignity, accessible decision-making, and responsible digital representation.

The presentation concludes by highlighting the role of parents, educators, therapists, and other professionals in promoting digital practices that protect children while supporting their participation, inclusion, and communication rights.

About the Author

Sadaf Kanwal is a Special Educator and Speech-Language Pathologist from Pakistan. She holds an MS in Speech-Language Pathology, an M.Ed. in Special Education, and a Master's degree in Arabic. She has six years of professional experience as a Special Educator and two years of experience as a Speech-Language Pathologist. Her professional and research interests include communication disorders, Augmentative and Alternative Communication (AAC), inclusive education, communication rights, and the educational needs of children with complex communication needs. Her work focuses on promoting communication access, educational participation, and inclusion for children with disabilities.

SHARENTING, CHILDREN'S IMAGE, PARENTAL PROTECTION, DIGITAL HYGIENE, CHILDREN'S RIGHTS

ANITA KARYŃ
UNIVERSITY OF SZCZECIN, POLAND

How Parents Protect Their Children's Image Online



A child on a playground slide surrounded by location pins: "I am here and everyone will find me"
Generated by Elżbieta Perzycka-Borowska and Aneta Witosz · Conscious Sharenting Month, University of Szczecin, May 2026

Abstract

Parents share their children's images online out of pride, love and the wish to stay connected with family and friends, yet the same posts can expose a child's identity, location and daily routine to audiences the parent does not control. The paper asks how parents try to protect their children's image online and where these protective practices fall short. It brings together several strands of work carried out within the GUARDIAN project: the balance between sharing and protecting children's rights; a sharenting risk map showing when parental love online becomes a threat; observations of the rules for photographing children in public spaces such as museums, libraries, playgrounds and sports centres; and an analysis of the terms of use and privacy policies of social media platforms, parenting apps and photography services. Parents' protective strategies are discussed in the light of digital hygiene, understood as the conscious and safe use of digital technologies in a child's upbringing. The paper argues that protecting a child's image requires cooperation between parents, educators and institutions, and it proposes practical guidance for parents and for professionals who work with families.

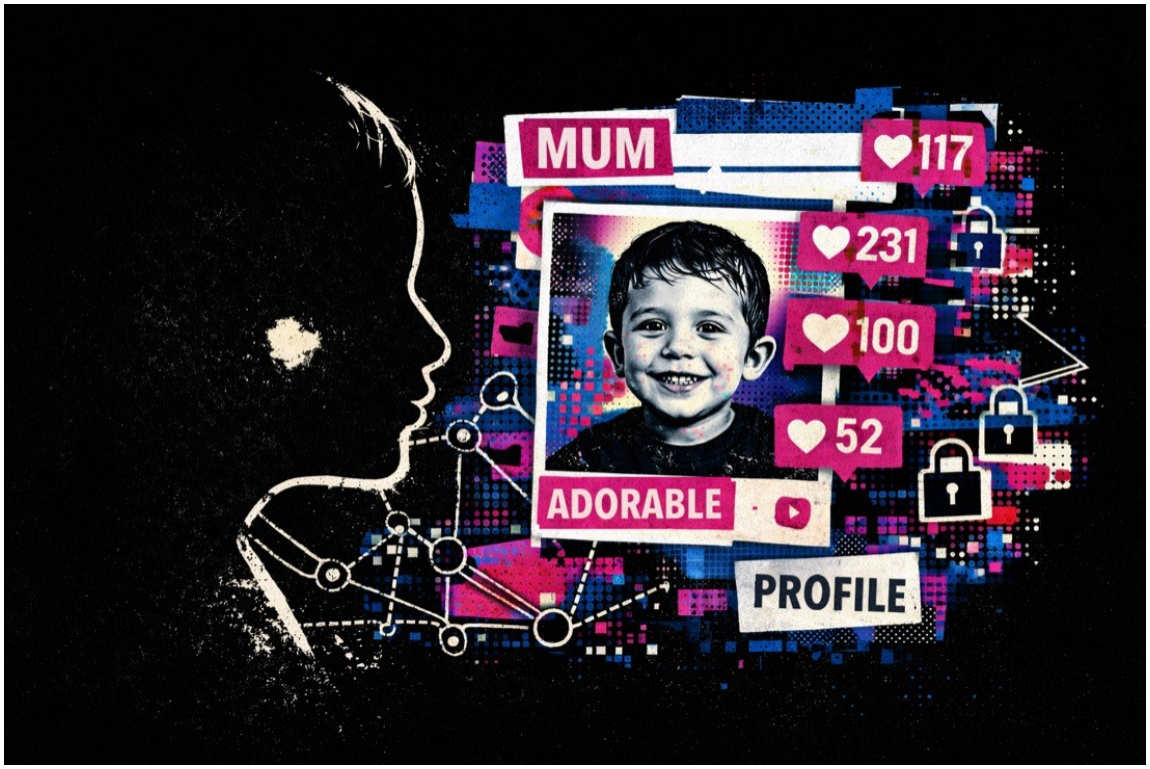
About the Author

Anita Karyń holds a PhD in social sciences in the discipline of pedagogy and is an assistant professor at the Institute of Pedagogy, University of Szczecin. She is also a sensory integration therapist and a school and special educator at ZSO No. 7 in Szczecin. Within the GUARDIAN project she works on children's safety in the digital environment, including sharenting.

SHARENTING, INSTAGRAM, ADULTIFICATION, CHILD'S IMAGE, VISUAL ANALYSIS, IMPRESSION MANAGEMENT

EDYTA KOWALCZYK-ŁUC
JOANNA SZUMIŁO-JACKOWSKA
UNIVERSITY OF SZCZECIN, POLAND

Sharenting on Instagram and the Adultification of Children's Image: Visual Strategies of Presenting Childhood



A child's photograph framed as a parent's profile, with likes and the labels "Mum", "Adorable" and "Profile"
Generated by Elżbieta Perzycka-Borowska and Aneta Witosz · Conscious Sharenting Month, University of Szczecin, May 2026

Abstract

This paper addresses the issue of the adultification of children's image in sharenting practices on Instagram, with particular emphasis on how clothing, accessories, poses, and framing contribute to creating a portrayal of childhood subordinated to social media aesthetics. The aim of the study is to identify visual strategies of presenting children in ways that draw upon codes of appearance and behavior typical of adults, and to interpret their function in parental impression management. The empirical basis consists of purposively selected photographic material from six public parenting profiles on Instagram run by micro-influencers. A qualitative visual analysis was conducted based on Roland Barthes's categories of studium and punctum, supplemented by Erving Goffman's dramaturgical perspective. The analysis reveals three recurring strategies: color and minimalist adultification, adultification through cuts and silhouette, and behavioral and attributive adultification. Simultaneously, details undermining this carefully constructed adult image emerge within the examined photographs, including children's accessories, bodily tension, hesitant gazes, and clothing ill-suited to the child's movement needs. The findings indicate that in the analyzed examples, clothing and photographic composition serve not only an aesthetic purpose, but also construct a coherent profile aesthetic and, in some cases, showcase commercial products. Due to the qualitative and exploratory nature of the sample, the conclusions are not statistically representative. The paper highlights the tension between parental control over a child's digital presentation and the visibility of the child's authentic childhood and needs, underscoring the necessity for further comparative research across different social media platforms.

About the Authors

Edyta Kowalczyk-Łuc

Edyta Kowalczyk-Łuc, MA – researcher and doctoral student at the Institute of Pedagogy, University of Szczecin. Her academic work explores visual communication, social media representations of childhood, and school digital communication.

Joanna Szumiło-Jackowska

Joanna Szumiło-Jackowska, MA – researcher and doctoral student at the Institute of Pedagogy, University of Szczecin. Her research interests focus on media pedagogy, digital culture, parental practices in social media (sharenting), and children's rights in digital environments.

SHARENTING, DATAFICATION, NARRATIVE IDENTITY, RISK SOCIETY, PARENTAL EDUCATION

LESZEK KULASZEWICZ
POLISH UNIVERSITY ABROAD IN LONDON, UNITED KINGDOM

The Child's Do-It-Yourself Biography: Datafication, Risk and Narrative Identity in Sharenting



A child with a tablet under a cloud of music and data: "The Shocking Melody"
Generated by Elżbieta Perzycka-Borowska and Aneta Witosz · Conscious Sharenting Month, University of Szczecin, May 2026

Abstract

In this paper, I argue that the current debate on sharenting misses two things: the structural conditions that make it almost inevitable, and a hidden and readily overlooked risk – its influence on how children understand themselves, both now and in the future. I want to show why both matter for parental education.

Debate on sharenting is often framed around parents' lack of parenting or digital competence. This carries an undertone of blame and punitive intervention, and it overlooks datafication. As Couldry and Hepp show, today's world is built in ways that push families towards digital forms of relating, recording and remembering. Culture has changed so rapidly that people have had little chance to adapt. Recognising this neither excuses parents nor releases them from responsibility, but it shares that responsibility more fairly with platforms, institutions and the state.

I then point to a less visible harm. Beyond creating a public image of the child, sharenting can shape the story children tell about themselves: parents tell the child's story before the child can tell it themselves. Drawing on Bruner's view of the self as narrative and Vygotsky's concept of internalisation, I argue that published narratives may define the child not only in public but also in their inner world, which challenges Korczak's call to respect the child as a person "now". Following Beck, I treat this as a risk in the "risk society" sense: distant, hard to predict and hard to measure, and therefore easy to leave unspoken.

Finally, I recall that parents and educators will communicate in whatever ways culture and technology allow. If mediatisation, technocracy and globalisation are facts, education must build the competences needed to communicate reflectively within them.

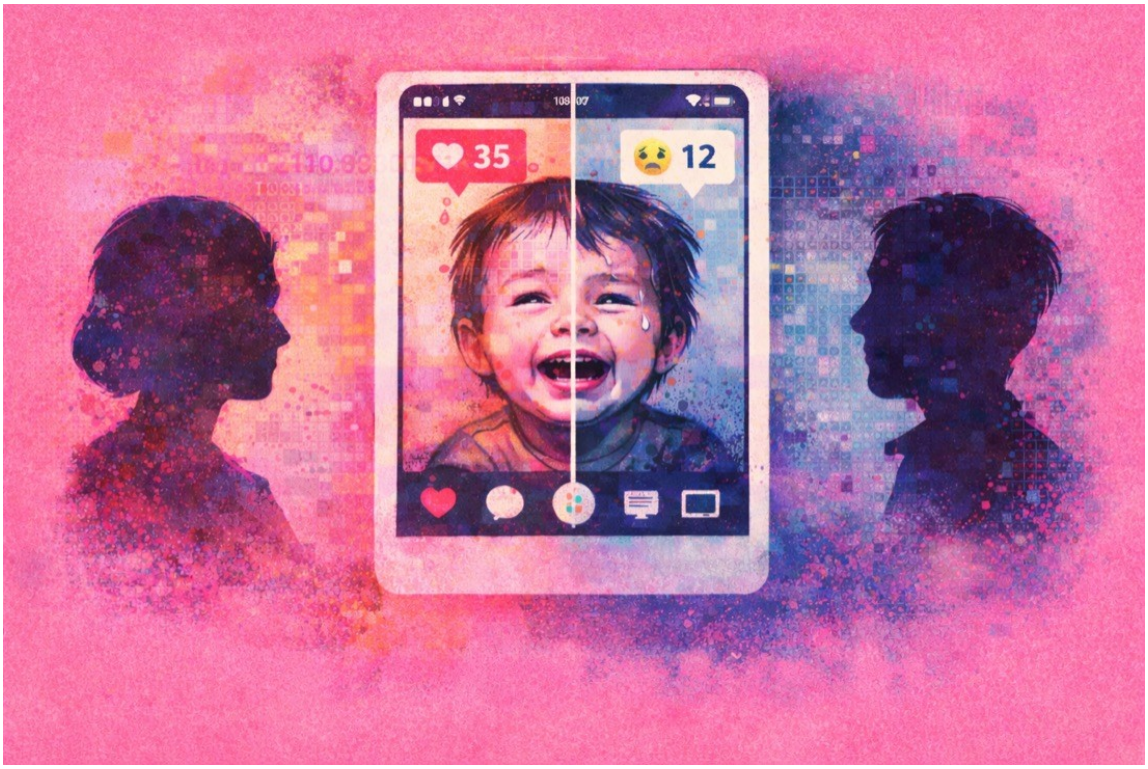
About the Author

Leszek Kulaszewicz is a researcher and lecturer at the Polish University Abroad in London (PUNO), Department of Culture and Music Education, and a doctoral student researching reflective sharenting among Polish-speaking parents in the UK. His work focuses on parental education, children's rights and digital childhood, drawing on the pedagogy of Janusz Korczak and theories of mediatisation. He is also a jazz saxophonist, composer and music educator, creator of the PENTAWAY teaching method, and author of The Art of Your Next Step – The Missing Handbook for New Jazz Musicians.

SHARENTING, CHURCH, KENYA

OCHANDA MARGRET MORANGI
STEPHEN JOSHUA MUOKI
PWANI UNIVERSITY, KENYA

Sharenting among Churches in Kenya: Privacy and Child Protection in Online Church Spaces



Two adult silhouettes looking at a laughing child on a phone screen, with likes
Generated by Elżbieta Perzycka-Borowska and Aneta Witosz · Conscious Sharenting Month, University of Szczecin, May 2026

Abstract

The rise in social media use has changed how churches communicate and share information in Kenya. Churches use platforms such as Facebook, Instagram, and YouTube to share photographs and videos of religious activities, including children's choirs and also Sunday school services. However, sharing children's images, voices, and personal information online raises concerns about their digital privacy and safety. This article will be guided by Communication Privacy Management Theory, developed by Sandra Petronio (2002). The theory provides a framework for examining how churches manage children's personal information, establish privacy boundaries, and obtain consent when sharing children's images, videos, and voices on digital platforms. It will help analyse how church practices may protect or compromise children's privacy and expose them to potential online harm.

This article examines how churches in Kenya share children's information online and how these practices relate to children's digital privacy and protection. It adopts a qualitative approach using online digital content analysis and document analysis. Data will be collected from public church websites and social media platforms, focusing on photographs, videos, and captions featuring children during religious activities. Preliminary examination of the Catholic Diocese of Nakuru's Facebook page identified photographs of children participating in the Pontifical Missionary Children (PMC) Thanksgiving Mass. The Diocese's safeguarding policy provides guidelines on protecting children and handling their images. A public notice by CITAM Church requesting parental permission before including children in online images provides an example of how a church communicates consent requirements.

This article argues that when churches share children's images and personal information online, it is not just about communicating with church members but also about protecting children's privacy and safety. It argues that even when churches have good intentions, they must obtain consent, respect children's privacy, and follow proper safeguarding practices when sharing content online.

About the Authors

Ochanda Margret Morangi

Margret Morangi Ochanda is a Master's student in Religious Studies at Pwani University, Kenya, where she earned her Bachelor's degree. Her interests include religion, culture, and contemporary social issues. Her research examines sharenting in church digital spaces, focusing on children's privacy and safeguarding. She has participated in the Enhancing Governance and Innovation capacities for the Higher Education System Regeneration(ENGINES) exchange programme in University of Macerata, Italy from 10th January to 10th march 2026 and Erasmus exchange program under GUARDIAN currently in University of Szczecin, Poland.

Stephen Joshua Muoki

Stephen Joshua Muoki is a Professor of Religious History at the Department of Philosophy and Religious Studies, School of Humanities and Social Sciences, in Pwani University (PU), Kenya. He has served as founding Chair of Department, Director, Board of Undergraduate Studies in PU. Between 2024 and 2025, he served as the Deputy Vice Chancellor, Academic Affairs, at Pan Africa Christian University in Nairobi, Kenya. He is the Principal Investigator of various European Union Funded Research Projects including GUARDIAN and CIRCE. His research interests are in History of Epidemics in Africa, Slavery and Colonialism, Religion and Art, Oral History and History of Missions in East Africa.

SHARENTING, CHILDREN'S VOICES, DIGITAL IDENTITY, PARTICIPATORY RESEARCH, CHILDREN'S RIGHTS, ONLINE PRIVACY

ELIZABETH JUMWA MUNYAYA
PWANI UNIVERSITY, KENYA

"Posted Without My Permission": Children's Voices, Digital Identity and the Right to Be Heard in Sharenting Practices in Coastal Kenya



A collage of childhood photographs and arrows with the words "No consent"
Generated by Elżbieta Perzycka-Borowska and Aneta Witosz · Conscious Sharenting Month, University of Szczecin, May 2026

Abstract

Children's digital identities are increasingly constructed through photographs, videos and personal narratives shared online by parents, caregivers and educational institutions, often before children can meaningfully consent. Although sharenting has received growing scholarly attention, existing discussions frequently emphasise adult motivations, parental authority and online safety, while children's perspectives remain underexplored. This paper proposes a child-centred investigation of how children in Kilifi County, Kenya, perceive their digital representation and negotiate their rights to privacy, participation and consent.

Guided by Article 12 of the United Nations Convention on the Rights of the Child and participatory research principles, the study will explore children's awareness of their online presence, perceptions of information shared by adults and expectations regarding involvement in decisions about digital disclosure. A qualitative participatory design will employ child-generated drawings, age-appropriate semi-structured interviews and focus group discussions with purposively selected children aged 10–17 years. Drawings will facilitate expression of experiences that may be difficult to articulate verbally, while interviews and discussions will explore privacy, consent, embarrassment, pride, identity and caregiver relationships. Data will be analysed thematically, considering children's interpretations and sociocultural contexts.

Situated within Kenya's expanding digital environment and communal child-rearing traditions, the study will examine how children's experiences can inform rights-based approaches to sharenting. It argues that children should be recognised not merely as subjects of adult-generated digital content but as active participants in decisions shaping their online identities. The anticipated contribution lies in advancing child-inclusive digital literacy, parental guidance and safeguarding practices that respect children's evolving capacities, autonomy and right to be heard. By foregrounding children's voices, the study seeks to strengthen ethical discussions on digital parenting and promote more inclusive approaches to protecting children's rights in online environments.

About the Author

Dr Elizabeth Jumwa Munyaya is a Lecturer in Communication Skills and English and Director of the Board of Undergraduate Studies at Pwani University, Kenya. She holds a PhD in Linguistics, specialising in Semantics and Pragmatics. Her expertise spans teaching, curriculum development, academic leadership, indigenous languages, digital communication and interdisciplinary research. She has published on Kigiryama linguistics, morphology and communication studies and participated in international research collaborations across Europe and Africa. Through the Horizon Europe GUARDIAN Project (No. 101182798), she contributes expertise in communication research, cultural analysis and stakeholder engagement, focusing on sharenting, children's digital identities and rights in digitally mediated environments.

SHARENTING, LOCAL COMMUNITY, INDIVIDUALISM, COMMUNITY OF RISK, CHILDREN'S RIGHTS

WŁODZIMIERZ OLSZEWSKI
JAN WYŻYKOWSKI UNIVERSITY IN POLKOWICE, POLAND

Sharenting and the Freedom to Post in a Community Where Everyone Knows the Child



A child's silhouette surrounded by cameras and eyes: "Everyone is watching. No one sees."
Generated by Elżbieta Perzycka-Borowska and Aneta Witosz · Conscious Sharenting Month, University of Szczecin, May 2026

Abstract

Debates on sharenting tend to dwell on distant risks: strangers, platforms and algorithms. This paper turns to the nearest audience, the people who know the child by name. In a local community a parent's post reaches neighbours, classmates, teachers and fellow parishioners, and the image returns to the child at school and on the street. The paper is theoretical and rests on the literature on local communities. Following Tönnies and Starosta, it treats the local community as a setting of personal ties, shared identity and informal social control. Such a community protects, but it also labels and excludes, so a photograph of a child's failure, illness or family crisis may follow that child among people who do not forget. Posting is read through the idea of "freedom to". Beck describes individualisation as a compulsion to construct and stage one's own biography. In sharenting adults extend this task to a child, who receives a biography composed by someone else. The 1789 Declaration of the Rights of Man and of the Citizen tied liberty to doing no harm to others; the paper asks how that limit works when the person affected is one's own child, who cannot yet object. Schools, clubs, parishes and municipal offices take part too, using children's images to display success and local belonging. Using the author's notion of a "community of risk", which people are drawn into, often against their will, the paper argues that sharenting brings children into one before they have any say. It then asks whether local communities can agree on shared rules for showing children where law and platforms fall short. A closing question concerns communal child-rearing, including in East Africa: does a child raised by many people gain more protectors, or more adults who feel entitled to publish the child's image?

About the Author

Włodzimierz Olszewski holds a doctorate in pedagogy and is a professor at Jan Wyżykowski University in Polkowice, Poland, where he was rector from 2016 to 2019. His research covers the organisation and management of education, adult education, the sociology of education and the education of local communities. He is the author of monographs on educational, sports and recreational institutions in the quality of life of Polkowice residents (2012) and on general upper-secondary schools under market change (2014), and of about forty articles and chapters. He co-organises the Polkowice conference series on local communities and co-edits its volumes.

SHARENTING, PUBLIC ART, MURALS, IMAGE OF THE CHILD, CHILDREN'S PRIVACY

ELŻBIETA PERZYCKA-BOROWSKA
UNIVERSITY OF SZCZECIN, POLAND

MARTA GLINIECKA
KOSZALIN UNIVERSITY OF TECHNOLOGY, POLAND

ANNA WATOŁA
UNIVERSITY OF SILESIA IN KATOWICE, POLAND

Murals as a Mirror of Sharenting



A campaign graphic shown as a mural on the blind wall of a building, photographed from the street: hands and phones point at a child whose face is blurred
Generated by Elżbieta Perzycka-Borowska and Aneta Witosz · Conscious Sharenting Month, University of Szczecin, May 2026

Abstract

The paper compares images of children in public art with the visual conventions of parental photography online. Its starting point is the difference between childhood shown as a cultural representation and a specific child made visible to others. The material consists of two murals painted by Tomasz “Cukin” Żuk in Darłowo, Poland, for the “Childhood without Violence” campaign: a fisherman holding up a boat with children on a stormy sea (2025) and a girl in a tiger costume on the wall of a kindergarten (2026). The works are read iconographically, with the help of project documentation, an unstructured interview with the artist and public comments under his post about the second mural. Sharenting is represented by conventions described in published research, so no images of real children were collected or shown again. The comparison follows four dimensions: the form of the depiction, the purpose of making and publishing the image, its place of display and circulation, and its link to a specific child. Similar motifs appear in both circuits, but they work under different social conditions. The artist declares that the painted children are fictional, while a parent’s photograph belongs to the biography of a particular child. A mural addresses viewers on site and reaches a further audience through reproductions; a parent’s post may likewise travel beyond the circle its author had in mind. Practices of hiding the face are discussed as well, because a child whose features are not shown may still be recognised or identified from context. The paper proposes to consider two orders of visibility together: that of childhood as a representation and that of the child as a person with a biography, privacy and rights.

About the Authors

Elżbieta Perzycka-Borowska

Elżbieta Perzycka-Borowska is an associate professor of pedagogy at the University of Szczecin, Poland, where she coordinates the GUARDIAN project. Her research concerns visual pedagogy, media literacy and the cultural lives of images in education and public space. She is particularly interested in how visual objects encountered outside formal schooling, from murals and public artworks to photographs circulating on digital platforms, shape ways of seeing, remembering and learning. Her recent work explores the relations between material culture, digital media and informal learning in local communities.

Marta Gliniecka

Marta Gliniecka holds a doctoral degree in social sciences and works as an educationalist at the Koszalin University of Technology. Her work addresses new media, especially their educational value, and the creative expression of children and young people in its various forms. She is the author of the monograph “Multimedia Stories in Teenagers’ Blogs: From Online Exhibitionism to Self-expression”. For many years she has taken part, as a musician, in the educational activities of Teatr STOP, and she composes her own music, available on YouTube (https://www.youtube.com/user/Sofitimara).

Anna Watoła

Anna Watoła Doctor of Humanities (Pedagogy). Assistant Professor at the University of Silesia in Katowice. Head of the Postgraduate Qualification Program in Early Childhood and Preschool Education. Partner and coordinator of numerous audits and evaluations in Europe and Asia. Member of the Founding Board of the Silesian Children’s University. Author of many scholarly publications in the fields of contemporary education, the use of information and communication technology (ICT) in teaching and learning, and the management of educational institutions. Her research interests focus on the professional preparation of pedagogy students for early childhood and preschool education—specifically through the integration of ICT into teaching, learning, and educational management. Her research and teaching also encompass academic oversight in Kenya, as well as active participation in shaping the culture of school and university education in African nations, including Kenya and Tanzania. She has organized numerous educational initiatives and conferences across Africa.

SHARENTING, CHILDREN'S RIGHTS, RIGHT TO PRIVACY, PARENTAL AUTHORITY, DIGITAL IDENTITY

VIKTOR SAVINOK
MARIA CURIE-SKŁODOWSKA UNIVERSITY IN LUBLIN / UNIVERSITY OF SZCZECIN, POLAND

Sharenting and the Child's Constitutional Right to Privacy in Ukraine



A child walking away under street signs with a home address: "A backyard photo carries a child's address far beyond the gate"
Generated by Elżbieta Perzycka-Borowska and Aneta Witosz · Conscious Sharenting Month, University of Szczecin, May 2026

Abstract

The growing practice of parents sharing photographs and personal information about their children on social media raises on the level of constitutional law a question concerning the relationship between parental authority and the child's independent rights. Ukrainian constitutional jurisprudence has not yet addressed sharenting directly. Nevertheless, the Constitution of Ukraine and the case law of the Constitutional Court of Ukraine (CCU) provide a normative framework for assessing this phenomenon.

The presentation will examine sharenting through the combined perspective of Articles 23, 32, 51 and 52 of the Constitution of Ukraine. Article 32 protects private and family life and restricts the dissemination of confidential information about an individual without consent, while Article 23 guarantees the free development of personality. At the same time, Article 51 protects family, childhood, motherhood and fatherhood, and Article 52 establishes constitutional protection of children. These provisions suggest that parental responsibility cannot be understood as an unlimited power to determine how a child's identity is represented in the digital environment.

Particular attention is paid to CCU Decision No. 2-rp/2012, in which the Court adopted a broad understanding of information concerning private and family life and recognised that the disclosure of information relating to one person may also interfere with the rights of other family members. This approach is supplemented by the Family Code of Ukraine, which requires parental rights to be exercised with respect for the child's rights, dignity and interests and recognises the child's right to be heard in matters affecting them.

The presentation will argue that sharenting should therefore not be analysed exclusively through parental consent. The child must be treated as an autonomous rights-holder whose privacy, dignity and capacity to shape their own identity may be affected by the creation of a lasting digital footprint. Although the CCU has not yet formulated a specific constitutional standard for sharenting, its existing jurisprudence provides a basis for developing a child-centred approach to parental online disclosure.

About the Author

Viktor Savinok received in 2016 a Master's degree in International Relations and a qualification as a German-language translator from Taras Shevchenko National University of Kyiv, Ukraine. In 2026, he also obtained a Master's degree in European Law from Adam Mickiewicz University in Poznań. Since February 2022, he has been employed as a research assistant at the Laboratory for International Memory Studies at the Institute of International Relations, Maria Curie-Skłodowska University in Lublin. Since October 2026, he has also been pursuing the MA studies in Baltic Cultural Studies at the University of Szczecin. His scientific interests focus on German foreign and internal policy, international relations in the Baltic Sea region, constitutional law, human rights and diplomacy.

DIGITAL IDENTITY, PRIVACY, IMAGE RIGHTS, CONSENT

EZEKIEL SOME
PWANI UNIVERSITY, KENYA

Protecting Children's Rights in the Digital Environment: Privacy, Image Rights, Digital Identity and Consent in International, European and Kenyan Law



Badge: a child's silhouette with identifiers, data and padlocks, "Digital identity"
Generated by Elżbieta Perzycka-Borowska and Aneta Witosz · Conscious Sharenting Month, University of Szczecin, May 2026

Abstract

1. Background

The digital world offers children valuable opportunities to learn and communicate. However, it also exposes them to risks, including misuse of personal data, unauthorised sharing of images, and loss of control over their digital identities. These challenges raise important questions about how effective the laws are at protecting children online. The United Nations Convention on the Rights of the Child (UNCRC), particularly Articles 3, 12, 16, and 19, protects children's best interests, participation, privacy, and safety. General Comment No. 25 (2021) explains how these rights apply in the digital environment. The GDPR, UK GDPR, and Kenya's Data Protection Act 2019 also provide important safeguards, though questions remain about their implementation and effectiveness.

2. Purpose

This paper examines how international, European, British, and Kenyan legal frameworks protect children's privacy, image rights, digital identity, and consent. It identifies gaps in current protections, examines enforcement challenges, and considers how the law can better meet children's needs in an increasingly digital world.

3. Methodology

The study uses a qualitative comparative legal approach. It examines international instruments, legislation, relevant regulations, court decisions, and regulatory guidance, alongside academic research, policy reports, and institutional publications. Doctrinal analysis will identify the legal principles and obligations governing children's digital rights. In contrast, comparative analysis will examine how the selected jurisdictions approach these issues, where their protections differ, and what lessons their legal frameworks offer.

4. Anticipated Results

The study is expected to reveal differences in how jurisdictions protect and enforce children's digital rights, particularly regarding age-appropriate consent, control over personal images and digital identities, and online platforms' accountability. It will also examine whether current legal safeguards adequately address emerging technological risks and reflect children's evolving capacities.

5. Implications

Protecting children online requires more than formal legal safeguards; it requires effective enforcement and a genuine commitment to respecting children's rights. The paper will propose measures to strengthen child-centred protection, improve platform accountability, and address gaps in legislation and regulation. Its findings are intended to inform legal reform and promote safer, more responsible digital practices in Kenya and beyond.

About the Author

Some Ezekiel is an academic and researcher with over a decade of experience in university instruction, curriculum development, and community engagement. He holds an MA in International Relations and Diplomatic Studies and a BA in Political Science and Public Administration from Makerere University. His scholarly contributions focus extensively on child care and protection, alongside conflict resolution, diplomacy, and political economy. Through active research collaborations with prestigious institutions like Kenyatta University, the University of Nairobi, Moi University, and the Grassroots Economics Network, he continues to advance knowledge generation and policy frameworks in child advocacy and international relations.

SHARENTING, DIGITAL FOOTPRINT, HYBRID WARFARE, ONLINE RADICALISATION, DIGITAL RESILIENCE, CHILDREN FROM MIGRANT FAMILIES, CHILDREN'S RIGHTS, UK NATIONAL SECURITY POLICY

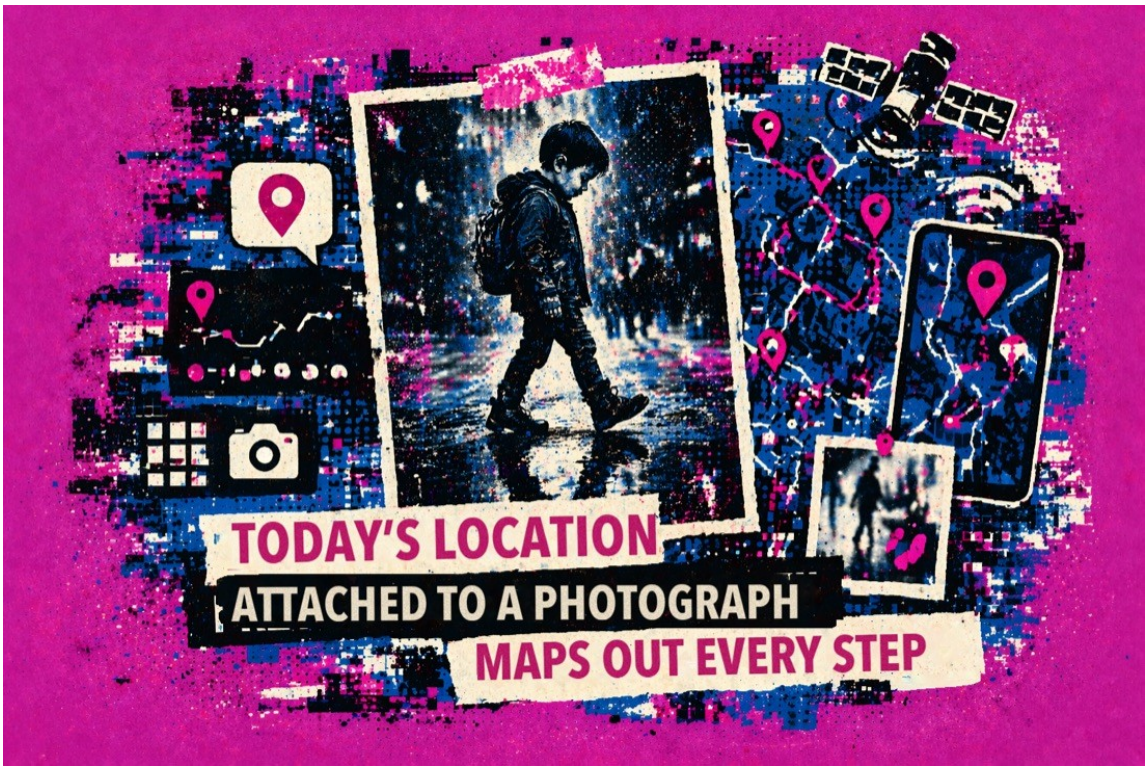
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The Child as a Security Asset: Sharenting, Hybrid Threats and the Gaps in UK National Security Policy



A child walking, with satellites and phone maps: "Today's location, attached to a photograph, maps out every step"
Generated by Elżbieta Perzycka-Borowska and Aneta Witosz · Conscious Sharenting Month, University of Szczecin, May 2026

Abstract

Research on sharenting – parents sharing images and information about their children online – has focused largely on children's privacy and on the parent–child relationship. This paper proposes a broader perspective: the child's digital footprint and online vulnerability as a matter of public security.

The starting point is the observation that the same mechanisms, the availability of data about the child, loneliness in front of the screen, the need for belonging and recognition, and the logic of recommendation algorithms are now exploited by three groups of actors: criminals (grooming, sextortion, identity theft), extremist organisations (online radicalisation), and hostile states conducting hybrid operations. The latter increasingly recruit young people through messaging apps to carry out low-level acts of sabotage and provocation, treating them as so-called “disposable agents”.

Taking the United Kingdom as its principal case, and drawing comparatively on documented cases from France, Poland and the Netherlands, together with Europol's Terrorism Situation and Trend Reports (TE-SAT), the paper identifies shared risk factors and argues that children's digital resilience is a component of a state's internal security. It then examines how this vulnerability is addressed across the UK's security architecture, including the National Security Act 2023, the Prevent strategy, the Online Safety Act 2023 and the ICO's Age Appropriate Design Code, and argues that these regimes operate in silos, while the digital footprint created by parents themselves falls outside all of them. It further proposes that children recruited by hostile states be approached as victims of criminal exploitation rather than solely as offenders. Particular attention is given to children from migrant families who grow up between two languages and cultures, for whom a dual identity may act both as a risk factor and as a resource. The analysis carefully distinguishes documented state-sponsored operations from radicalisation that is not state-directed.

The paper concludes with recommendations for parents, schools and policymakers, and outlines a model of resilience-building education developed within the GUARDIAN project, framed by Article 16 of the UN Convention on the Rights of the Child and General Comment No. 25 (2021) on children's rights in relation to the digital environment.

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Dr Agnieszka Szajner is an academic researcher at The Polish University Abroad (PUNO) in London, where she serves as Vice-Dean of the Faculty of Humanities and Head of the Department of Culture and Music Education. She holds a PhD in Pedagogy from the University of Szczecin, Poland. Her academic interests include intercultural education, innovative teaching methods, arts-based education, and the role of culture in educational and social development. She has extensive international experience, having worked in Poland, Greece, and the United Kingdom, and has been involved in international research projects, including TICASS, CAPHE, and GUARDIAN.

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Anna Brosch holds a PhD in Humanities and is an academic lecturer at the Institute of Pedagogy, Faculty of Social Sciences, University of Silesia in Katowice, Poland. For over a decade, her research has focused on sharenting – the increasingly widespread practice of parents sharing information about their children, particularly photographs, videos and personal details, on social networking sites. Her early research in this field explored the motivations, patterns and potential consequences of parental online sharing, contributing to the academic debate on children's privacy and digital presence. She currently serves as the Coordinator of the Horizon Europe project GUARDIAN – Growing Online: How to Protect Our Children in the Digital World? (2025–2028), an international research initiative bringing together institutions from Europe and East Africa. The project investigates sharenting from intercultural perspectives, focusing on children's rights, privacy and protection in the digital environment. Her work within the project addresses the legal, ethical and sociocultural dimensions of sharenting, including the challenges of safeguarding children's privacy, image and digital footprints in a world where parents increasingly shape their children's online presence.

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INFLUENCER MARKETING, KIDFLUENCERS, TIKTOK, AUTHENTICITY, DIGITAL PARENTING

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The Representation of Minors in Parental Content on TikTok: An Analysis of Exposure, Authenticity, and Sponsorship Disclosure



A child's smile on a phone screen marked "live": "A child's smile speaks from the screen, asking for care"
Generated by Elżbieta Perzycka-Borowska and Aneta Witosz · Conscious Sharenting Month, University of Szczecin, May 2026

Abstract

In an increasingly digitalized society, social media platforms such as TikTok have become spaces where personal life, identity, and family dynamics are constantly shared. Within this context, children frequently appear in influencer-generated content, not only as part of everyday family life but also as elements used to construct authenticity, emotional connection, and commercial value.

This study examines how minors are represented in parental content produced by Romanian TikTok influencers, focusing on three interconnected dimensions: narrative role and level of exposure, authenticity construction strategies, and transparency in sponsorship disclosure.

The research employs a mixed-method content analysis of 500 posts collected from ten Romanian TikTok accounts active in the parenting niche, including five macro-influencers and five micro-influencers. Each post was examined using a structured coding grid covering the role of the child, level of exposure, purpose of the content, sponsorship disclosure, and authenticity strategies.

The findings reveal that minors are predominantly positioned as protagonists or co-present figures, with over half of the relevant posts involving complete exposure of identifiable personal and visual details. Authenticity is primarily constructed through everyday, apparently spontaneous family moments, while commercial intentions are frequently obscured by ambiguous or absent sponsorship disclosures. More than 70% of commercially relevant posts lack clear sponsorship identification.

The findings highlight the ethical tensions between parental self-expression, commercial interests, and children's rights to privacy and protection. By examining influencer sharenting practices in Romania, the study contributes to broader discussions on responsible digital parenting, consent, transparency, and the need for stronger regulatory frameworks protecting minors in online environments.

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GOOD SCHOOL, DIGITAL COMPETENCE, DIGITAL IDENTITY, DIGITAL FOOTPRINT, TECHNOLOGY AND COMPUTER SCIENCE EDUCATION

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The Role of a "Good School" in Developing Digital Competencies: Preparing Children to Manage Their Digital Identity and Footprint



Badge: a child's silhouette at the table in front of a laptop streaming "live", labelled "Family livestream" and "Star"
Generated by Elżbieta Perzycka-Borowska and Aneta Witosz · Conscious Sharenting Month, University of Szczecin, May 2026

Abstract

Children today acquire a digital identity long before they are able to manage it themselves: it is shaped by their own activity online, but also by what parents, teachers and schools publish about them. The paper asks what a "good school" can do to help pupils understand and take control of their digital identity and digital footprint. It draws on the authors' work in general didactics, technology and computer science education, and the use of information and communication technologies in teachers' professional practice. Digital competence is treated not only as the ability to use devices and applications, but as a combination of knowledge, skills and attitudes that includes privacy, data protection, responsible communication and awareness of the long-term consequences of publishing; the European Digital Competence Framework for Citizens (DigComp) lists managing digital identity among its core competences. The paper considers three levels at which a school shapes this process: the curriculum and teaching materials, including technology and computer science lessons; the digital competences and everyday practice of teachers; and the school's own conduct as an institution that photographs pupils and publishes their images on its website and social media. A good school is understood here as one in which these levels are consistent, so that what pupils learn about the digital footprint is also visible in how the school treats their images and data and in how it works with parents. The paper closes with recommendations for school practice and for teacher education.

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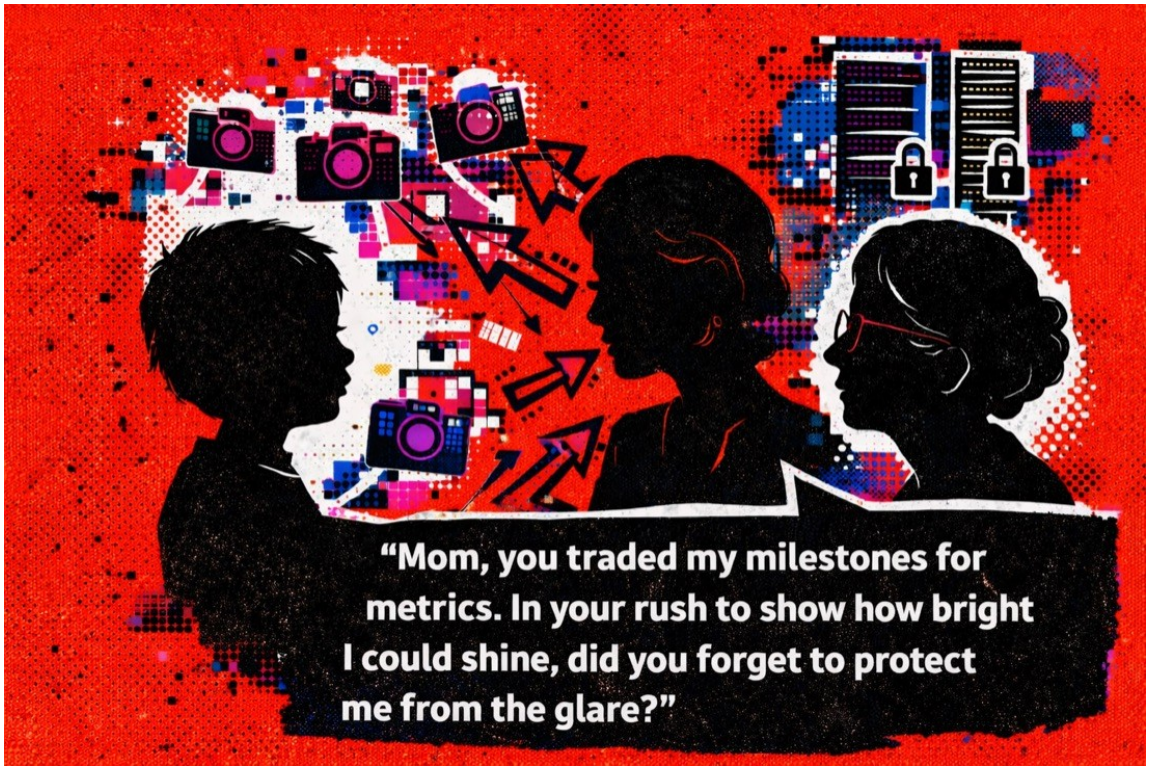
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CHILDREN'S PARTICIPATION, CHILD'S VOICE, SHARENTING, PARENT–CHILD RELATIONSHIPS, SHARED DECISION-MAKING

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UNIVERSITY OF SILESIA IN KATOWICE, POLAND

My Childhood, whose story? Creating conditions for children's participation in parental sharenting practices



Silhouettes of a mother and child: "Mom, you traded my milestones for metrics… did you forget to protect me from the glare?"
Generated by Elżbieta Perzycka-Borowska and Aneta Witosz · Conscious Sharenting Month, University of Szczecin, May 2026

Abstract

A child may be able to express an opinion yet lack the conditions needed to communicate it freely to a parent and influence their decision. In sharenting practices, asking permission to publish a photograph or personal story does not, therefore, establish meaningful participation. What also matters is who defines the available options, how the conversation unfolds, and how the parent responds to the child's views.

This conceptual paper proposes an analytical framework for examining the conditions parents can create to enable children's participation in decisions about their online presence. Its central focus is participation within a relationship characterised by dependency and unequal power, with sharenting providing a specific context for analysis. The discussion concerns children who can express their views verbally.

The proposed framework identifies four conditions: explaining the intended publication in terms the child can understand; creating space for expression without signalling a preferred answer; ensuring opportunities to influence the decision; and remaining open to revisiting earlier agreements. These conditions will be explored through illustrative decision-making scenarios: selecting material to share, discussing a child's reservations, and reconsidering previous agreement. The analysis also addresses children's involvement in developing family rules for sharing content, extending participation beyond responding to individual requests from adults. Responsibility for assessing the risks of publication remains with the parent.

The paper argues that participation begins before an opinion is expressed: it starts with conditions that enable children to formulate and communicate their views and experience their influence on parental action. Its proposed contribution is to shift attention from obtaining one-off permission to cultivating an ongoing process of shared decision-making. This perspective provides a foundation for developing guidance for educational work with parents, focused on enabling children to exercise meaningful influence over their digital presence.

About the Authors

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Sabina Paleczna is a researcher in social pedagogy, lecturer and doctoral student at the University of Silesia in Katowice, Poland. Her interests centre on children's participation, rights and well-being, particularly the conditions enabling young people to influence decisions affecting their lives. Her doctoral research examines childhood neglect in relation to adolescents' subjective well-being. She combines academic work with teaching adolescents and is interested in involving young people as co-researchers. She contributes to international research projects conducted in cooperation with UNICEF and under Horizon Europe–MSCA Staff Exchanges, addressing education, participation and children's safety in digital environments.

FAMILY BRAND, PARENTING INFLUENCERS, SHARENTING, COMMERCIALISATION OF CHILDHOOD, SOCIAL MEDIA

ANETA WITOSZ
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Family as a Brand: The Case of Polish Influencers



A child's silhouette at a family meal in front of a laptop streaming "live", labelled "Family livestream" and "Star"
Generated by Elżbieta Perzycka-Borowska and Aneta Witosz · Conscious Sharenting Month, University of Szczecin, May 2026

Abstract

The growing popularity of social media has transformed the ways in which family life is represented in the public sphere. Everyday experiences, parenting practices, and family relationships increasingly become elements of personal branding and commercial communication.

This presentation aims to examine how selected Polish parenting influencers construct and communicate family life as a brand. The analysis focuses on three interconnected strategies: building a collective family identity, using authenticity and emotional intimacy to establish audience trust, and integrating commercial content into narratives of everyday family life.

Drawing on selected examples of social media communication, the presentation explores how family experiences and representations of children contribute to influencers' credibility and the promotion of products and services. Particular attention is given to the ways in which values associated with family life, such as love, care, and trust, are incorporated into commercial narratives.

From a pedagogical perspective, the presentation also addresses the position of children within family branding practices, raising questions about their privacy, agency, and digital identity.

The presentation concludes by reflecting on the boundaries between sharing family experiences and commercializing family relationships, highlighting the tensions between parental responsibility and the economic value of children's visibility in social media.

About the Authors

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Aneta Witosz Researcher and doctoral student at the University of Szczecin. Musician, vocalist, educator. She specializes in music education, music theory, music literature, and pedagogy. Her research focuses on the role of the artist-educator in times of technological change and on the development of innovative teaching practices in both formal and non-formal education. She actively participates in international research projects exploring the impact of technology on contemporary models of education, with particular emphasis on cultural and social aspects.

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CHILD NEGLECT, PARENTAL ABSENCE, DIGITAL/MOBILE PHONE ADDICTION

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"Present but absent" – school professionals' perspectives on parental absence, emotional neglect and digital media in Warsaw primary schools



Poster "The Shocking Melody" pasted onto a collage of sound waves and music notes: a child alone with a tablet
Generated by Elżbieta Perzycka-Borowska and Aneta Witosz · Conscious Sharenting Month, University of Szczecin, May 2026

Abstract

As many statistics show, some parents share photos and information about their family, effectively modeling the habit of engaging with the digital world in their children, who are closely observing them. The active and passive presence of children in social media is an increasingly discussed topic in the academic world. We know more about the causes and mechanisms that drive "sharenting", which in itself may be a form of child abuse. What kind of reactions do parents encounter when they focus so much on digital tools? This paper explores the issue from the following perspective:

- what happens to children whose parents are emotionally or physically unavailable?, and
- how do professionals, who work with them every day interpret this?

Drawing on a qualitative instrumental case study, we present findings from 15 semi-structured interviews with school principals, pedagogues and psychologists working in primary schools in the Praga district of Warsaw, analysed using qualitative content analysis. Professionals describe emotional difficulties among some children, including low self-esteem, emotional withdrawal and problems in peer relationships, which they link to limited parental involvement. They also describe schools taking on supportive and caring roles that often go beyond their traditional approach, and express concerns about digital media use and about compensatory strategies, such as extracurricular activities, which may not meet children's emotional needs. Situating these findings within the framework of children's rights and the categories of child abuse and neglect, the paper argues that a child's well-being online cannot be separated from the quality of adult attention offline. It offers a Central European case for future potential comparisons with East African contexts, where communal child-rearing and different family patterns may open discussion over the distribution of responsibility for children's emotional care.

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International Scientific Conference *Sharenting and Children's Rights in European and East African Perspectives*, 20–21 November 2026, hybrid conference in Szczecin.

Organisers: Pwani University, Kilifi, Kenya; Institute of Pedagogy, University of Szczecin, Poland.

Editor: Elżbieta Perzycka-Borowska, University of Szczecin

Images were generated by Elżbieta Perzycka-Borowska and Aneta Witosz for the Conscious Sharenting Month, held at the University of Szczecin in May 2026. The slogans in the images, originally in Polish, are given here in English.

Abstracts and biographical notes were provided by the authors, who are responsible for their content. Editorial changes were limited to typography and consistency.

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Funded by the European Union

GUARDIAN – "Growing online – how to protect our children in the digital world?", Grant Agreement No. 101182798, HORIZON-MSCA-2023-SE-01 (Marie Skłodowska-Curie Actions, Staff Exchanges).

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Research Executive Agency (REA). Neither the European Union nor the granting authority can be held responsible for them.