

Identity in Times of Crisis, Globalization and Diversity

Practice and Research Trends

CICEA/JEAN MONNET CICE NETWORK CONFERENCE
CORINTH, GREECE

C O N F E R E N C E
P R O G R A M M E



BOOK OF ABSTRACTS

2015 CiCea / Jean Monnet CiCe Network Conference

“Identity in times of Crisis, Globalization and Diversity”

Corinth – Greece
3rd – 5th of September 2015

CiCea would like to express its appreciation to the University of the Peloponnese and the University of Patras for organizing and hosting the conference

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Introduction

The Children's Identity and Citizenship European Association (CiCea) is the academic association for the study of young people's citizenship education and identities. We have individual and institutional members in most European countries. We have a shared interest in how young people develop their identities and in citizenship education in the European context. Many of us are involved in the education of professionals who work with children and young people.

The Association aims to:

Promote, strengthen and develop education and training for those who will work professionally with children and young people providing citizenship education and education to promote social identity in a European and world context; Develop networks of information, research and dissemination; Promote and organise conferences, training and events that develop research in citizenship education; and Provide a network resource for organisations and individuals in education and training for citizenship.

Membership benefits: Copies of our Journal: *Citizenship Teaching and Learning*, Use of our European Research Centres, Access to our Research Support Grants, Reduced rates at CiCe Conferences, Copies of our regular Newsletters Vote and stand for Election

How to join:

Visit <http://www.cicea.eu> for further information (including subscription rates and application forms)

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 “Identity in times of Crisis, Globalization and Diversity”

Conference Programme

Thu 3/9	Opening Day		
9:30- 12:00	CULTURAL TRIP TO ANCIENT CORINTH		
13:45 – 15:45	Reception area: Registration		Departmental Amphitheatre Jean Monnet Network Meeting Curriculum barriers and opportunities, Leader: D. Blundell The Political Context, Leader: Andy Mycock Recruiting ethnic minority professionals, Leader: Peter Cunningham
16:00 – 16:50	Greetings: Dr. Katsis, Dean of the School of Political and Social Sciences Henry Maitles, CiCea President Julia Spinthourakis & Despina Karakatsani, Conference Co-Chairs Opening Plenary Peter Cunningham		
17:00 – 18:00	Municipal Theatre Opening Keynote Lecture Dr. Alan Sears, University of New Brunswick, Canada “A Failure of Will: The Taming of Diversity Education Lecture”		

	Department Amphitheatre	Room 2	Room 3	Room 4	Room 5
18:10 – 19:20	<p>PAPERS</p> <ul style="list-style-type: none"> • GYŐRI, BORSFAY, PÁLOS Teachers' construction on student diversity and its role in education for citizenship • HOLLIGAN "Liquid modernity and identity strain: understanding the narratives of incarcerated lads in Scotland" • FÜLÖP, OROSZ, MOLNÁR "Aging societies: is there a difference between young and old citizens' risk taking and competitive attitudes in Europe" 		<p>PAPERS</p> <ul style="list-style-type: none"> • DIMAKOS & PAKONSTANDINOPOULOU Counselling support for Roma children • PETROPOULOS & ANAGNOSTOPOULOU "Consequences of low student satisfaction" • PAPAKONSTANTINOPOULOU "Diversity in Health Education Programs" • KORHONEN, SPINTHOURAKIS "Immigrant identities: in danger of being outsiders in their own culture and family" 	<p>Workshop : [18:10 – 19:40]</p> <ul style="list-style-type: none"> • HUGO VERKEST "From crisis to kairos. An artistic journey with a sense of humour" 	<p>PAPERS</p> <ul style="list-style-type: none"> • CHELOVA, CHELOV, KEVISA, MARGEVIČA "Cultural identity in globalized context" • MARGEVIČA-GRINBERGA "Using cultural genogram to strengthen student's cultural identity and awareness" • LUNDGREN "Developing an international identity through intercultural encounters" • LUNDGREN, KARAKATSANI "Identities as represented in CiCe papers"
20:00	Conference Reception -- Municipal Theatre				
Fri. 4/9	Departmental Amphitheatre	Room 2	Room 3	Room 4	Room 5

9:00 - 10:00	REGISTRATION – Reception Area				
10:15 - 11:20	PAPERS <ul style="list-style-type: none"> • KARANIKOLA, BALIAS “Knowledge and teacher training in cultural diversity issues: a quantitative survey to Primary Education teachers in Aitolokarnania” • DAVRAZOS, MARAGKOU, NIKOLOPOULOU “Attitudes & perceptions of primary school teachers towards the challenges of intercultural education” • DIMIZA & BALIAS “Democratic education in times of crisis. Views & Practices of primary school teachers” 	PAPERS <ul style="list-style-type: none"> • NIKOLAOU, SPINTHOURAKIS “University counseling focusing to improve the students’ intercultural skills” • TZAFEA, SIANOU-KYRGIU “Identity construction in higher education and socioeconomic background” 	PAPERS <ul style="list-style-type: none"> • TSIPLAKIDES, SIANOU-KYRGIU “European Policies For Foreign Languages” • KOTADAKI “Digital storytelling as a means for linguistic development, cultural expression and intercultural communication: a teacher training course” • PALAIOLOGOU, KAHN “Unity and respect in times of crisis: the importance of solidarity and alliance” 	<u>SYMPOSIUM 1</u> <ul style="list-style-type: none"> • KRYZWOSZ-RYNKIEWICZ, ZALESKA, KARAKATSANI, KÖIV, GONÇALVES, COSTA “<i>YOUNG EUROPEANS AS ACTIVE CITIZENS – AN INTERNATIONAL PERSPECTIVE</i>”: “Young people’s citizenship behaviours - an introduction” “Young citizens profiles in Baltic countries - the Estonian perspective” “Young citizens profiles in south European countries - the Greek perspective” “Young citizens profiles in south European countries - the Portuguese perspective” “Young citizens profiles in central-east European countries - the Polish perspective” 	VIRTUAL PRESENTATIONS <ul style="list-style-type: none"> • ARVANITIDOU “Configuration of social and cultural identity of adolescence through their garments and fashion” • GLICK “Using imagined contact to encourage positive interaction” • KARRAS “A comparison of cultural diversity in Canada and Greece”
11:20:35	COFFEE/TEA BREAK				
11:40 - 13:00	Papers <ul style="list-style-type: none"> • KENNEDY “Immigration, ethnicity and Hong Kong’s 	Papers <ul style="list-style-type: none"> • GOULA, PAGOUNA TSIRONI, 	Papers <ul style="list-style-type: none"> • BOURAS, GRIVAS, STAMOU “Students’ views on 	<u>SYMPOSIUM 2</u> <ul style="list-style-type: none"> • PARTHENIS, TSELIO, CHAINAS, PAITERIS & KONSTANTINIDIS 	Papers <ul style="list-style-type: none"> • RUIBYTE Students' values in times of globalization

	<p>unacknowledged multiculturalism”</p> <ul style="list-style-type: none"> • RERAK-ZAMPOU “Ethnic identity and the Polish migrants in Athens” • PATEINARI “Identity building and school history: an intercultural approach” 	<p>GALAZIOU, NIKOLAOU “School violence, diversity and family background: Greek primary school teachers' views”</p> <ul style="list-style-type: none"> • NTOKOU “Perceptions and attitudes of pre-service teachers about bullying” • PANTAZI “Identity construction in Greek community schools in London: the teacher’s role” 	<p>language choice and identity construction”</p> <ul style="list-style-type: none"> • OPRESCU & LUNGOCI “Identity through intercultural competences in EFL and FFL” • PAPALEXATOU, ZORBAS “Fusing an L1 identity into an L3 context” • DIAMANTOPOULOU “The role of identity and its impact on foreign language teaching in Greek secondary education (19th century)” 	<p><i>“THEORY, PRACTICE AND EVALUATION OF THE PROGRAMME - EDUCATION OF ROMA CHILDREN 2010-2015: ”</i></p> <p>“Multiculturalism and beyond: social and educational inclusion of the Roma population”</p> <p>“Monitoring the physical object of the programme education of Roma children - qualitative and quantitative data 2010-2015”</p> <p>“Education of Roma children: principles, skills, difficulties, best practices and proposals”</p> <p>“Roma mediators and the process of mediation”</p>	<p>PAPADIAMANTAKI, FRANGOULIS, SOROLIOU Understanding student disengagement from student elections process: the case of Greece</p> <p>GOUGA, KAMARIANOS, SPINTHOURAKIS “Re-regulating citizenship”</p>
13:00 - 14:00	LUNCH				
14:10 – 15:00	<p>Papers</p> <ul style="list-style-type: none"> • POULTER, KALLIONIEMI, KUUSISTO “Finnish pupils’ views on the place of religion in school” • PRATAS “Religious organizations’ 	<p>Papers</p> <ul style="list-style-type: none"> • HURDUZEU “The role of history as school subject in developing national and European identity” • DEDE “Teaching strategies 	<p>Papers</p> <ul style="list-style-type: none"> • GOULA, NIKOLAOU, KROMMYDA, BARMPA, PAPAGEORGIOU “The impact of school excursions in countries-members of the EU. On the formation of European identity” 	<p>Papers</p> <ul style="list-style-type: none"> • LOBANOVA-SHUNINA & SHUNIN “Technology impact on developing virtual identity” • TZAFEA & KYRIGIOS “Students experience of ICT in higher education” 	<p>Papers</p> <ul style="list-style-type: none"> • CHELMIS, LATZAKI, CONOLE, VRASIDAS “The E-Reflect Project: Empowering pupils to become change agents”

	<p>role in times of crisis”</p> <ul style="list-style-type: none"> • CHISTOLINI “Education and the paradigm of tolerance” 	<p>for cultivating historical awareness during times of crisis and diversity”</p> <ul style="list-style-type: none"> • KEFALAKI, KARAGEORGE “Development of intercultural sensitivity in teaching historical and religious issues” 	<ul style="list-style-type: none"> • KARAGIANNI, BROUSKELI, MAVROMMATIS, PENDERI “Reconsidering Self: A teacher-researchers’ reflection on experiences with transnational youth within the frame of an educational project” • CHATZIPANAGIOTOU, NIKOLAOU “Challenging diversity from the perspective of educational management and multicultural education” 		<ul style="list-style-type: none"> • LOUTA Transformations of identity in the digital era • MARCHENOKA, LUBKINA “Information society as a factor of transformation of the socio-cultural identity of an individual in the process of globalization”
15:10 – 16:00	<p>Plenary Session Jean Monnet CiCe Network Municipal Theatre</p>				<p>POSTER SESSION</p> <ul style="list-style-type: none"> • DIAMANTOPOULOU • KATSILLIS • KATSAMORI • CHATZIGIANNI, DARSAKLI, DIMITRIOU
16:00 – 17:00	<p>Municipal Theatre Keynote Lecture</p> <p>Dr. Christina Koulouri Panteion University Athens Keynote Lecture</p>				

	“Citizenship and national identity in Greece in the 19th and 20th centuries”				
17:00-17:15	Coffee/Tea Break				
17:15-18:15	<p>PAPERS</p> <ul style="list-style-type: none"> • SPYRALATOS & ALVERTI “Racism, identity university students exchange programs” • ORKENY “Acceptance and tolerance vs. Exclusion in intercultural relations; testing the liberal multiculturalists' hypothesis” • KOUTSOURI ““Foreigners do not love us ... they envy us” - Constructing Citizenship Education in an era of crisis” 	<p>PAPERS</p> <ul style="list-style-type: none"> • RONE, VIDNERE “Students' attitudes change in the process of a new culture experience” • PAPAGERIDOU, TSIUMIS, KYRIDIS, EFTIMOGLU “Historic environment and museum education as means for citizenship development in multicultural school” 	<p>PAPERS</p> <ul style="list-style-type: none"> • PAPADOPOULOU “Teachers' implementation and beliefs in sex education in Greek elementary schools” • PAPADOURIS “Teaching pupils about human rights and diversity. A case study from an urban primary school” • GONÇALVES “Teaching with art about identity-diversity-globalization’ 	<p>PAPERS</p> <ul style="list-style-type: none"> • KENIG, SPASOVSKI “Between the past and the future: the voices of young Macedonian people on identity, citizenship and values” • TSILIGKIRIDOU “Identity issues towards Muslim minority education in western Thrace Greece” 	<p>PAPERS</p> <ul style="list-style-type: none"> • MOUSENA, KIPRIANOS “The right of quality and identity in early education in times of crisis” • KYRIDIS ZAGKOS, PAPOUTZIS, VAMVAKIDOU “Economic crisis, visual literacy and citizenship: six cartoonists “targeting” the economic crisis”
20:30	Conference Dinner				

Sat. 5/9	Departmental Amphitheatre	Room 2	Room 3	Room 4	Room 5
9:00 - 10:00	CiCeA AGA - Department Amphitheatre				
10:15 – 11:15	<p>PAPERS</p> <ul style="list-style-type: none"> • GOUGA, KAMARIANOS “Social Organization & Democracy” • PASIAS, FLOURIS “Citizenship in debt: Towards a precarious European identity” 	<p>PAPERS</p> <ul style="list-style-type: none"> • GEORGIUO, SOULIS “The identity of disability during the Greek financial crisis: Empirical views of diversity” • STAMATOPOULOU “One for all and all for one” 	<p>PAPERS</p> <ul style="list-style-type: none"> • VAVITSA, ELEFThERiADOU, SEVI, FILI “Intercultural education: the answer to the preservation of identity in the globalized community” • PAPALOI, PAPAFOtIOU “Identities and commitment of the Philologists in times of crisis” 	<p>PAPERS</p> <ul style="list-style-type: none"> • TOMING “The case study – preventing dropping out of school” • KŌIV “School dropouts’ perceptions of dropout prevention tools” 	<p>PAPERS</p> <ul style="list-style-type: none"> • STERGIOU “Negotiating bicultural identities in Greek society: the case of students with an immigrant background” • WOLODZKO “Students’ participation in local society’s activation - citizenship education in fieldwork”
11:15- 11:30	Coffee/Tea Break				
11:30- 12:30	<p>PAPERS</p> <ul style="list-style-type: none"> • KALERANTE • “Educational contracts towards a composition of educational discourse: economic co-articulations in the formation of educational policy” • STAMATOPOULOU 	<p>PAPERS</p> <ul style="list-style-type: none"> • BRUNHOLD “Civic education for sustainable development in the view of the UNESCO-decade 2005-2014” • NIKOLAKAKI “Educating in post- 	<p>PAPERS</p> <ul style="list-style-type: none"> • PAPALOI, DEMA “The impact of the economic crisis on the regularity of the functioning and daily life at schools” • PAPALOI, PAPAKitSOU 		

	“The Ethics of dialogue – Habermas and interculturalism”	democracy: challenges for citizenship in the new dark ages	“School leaders’ Identities and roles at private and public schools”	
12:30 – 13:30	LUNCH			
13:30 – 15:30	Closing Plenary CiCea / Jean Monnet CiCe Network – Department Amphitheatre			
16:00	Cultural Excursion To Epidaurus			

NOTES:



2015 CiCea / Jean Monnet CiCe Network Conference
“Identity in times of Crisis, Globalization and Diversity”

Keynote Lectures

Thursday, 3rd September, 17:00 pm

Opening Keynote Lecture:

“A Failure of Will: The Taming of Diversity Education”

Dr. Alan Sears, University of New Brunswick, Canada

Should a Muslim immigrant to Canada be able to take her oath of citizenship while wearing a niqab? Are crucifixes hanging in Italian classrooms an imposition of the Christian religion on people of other faiths or no faith? Is multiculturalism “a threat to the very basis of the Australian culture, identity and shared values” as claimed by the One Nation Party in that country? These are just some of the difficult questions with which citizens in modern, pluralist democracies are expected to wrestle. Unfortunately, though, civic education, and particularly education about ethnic and cultural diversity, often fails to adequately prepare them to engage productively with issues like these. Drawing on my own and others’ research, I will argue this failure is often due to a “taming” of diversity education. Tame versions of diversity education focus on managing conflict and creating superficial harmony rather than on helping citizens struggle with difficult issues as a means to working toward the common good. I will propose a liberated version of diversity education designed to induct young citizens into the crucial deliberations that will shape their futures.

Alan Sears is Professor of Social Studies Education at the University of New Brunswick. He has been a history and social studies teacher for more than 30 years, working at all levels from primary to graduate school. Dr. Sears’ research and writing have been in the fields of social



studies, citizenship education, and history education. He has published more than 50 articles and book chapters and co-authored and co-edited a number of books, including *Education, Politics and Religion: Reconciling the Civic and the Sacred in Education* (Routledge, 2010), *Globalization, the Nation-State and the Citizen: Dilemmas and Directions for Civics and Citizenship Education* (Routledge, 2010), and *Challenges and Prospects for Canadian Social Studies* (Pacific Educational Press, 2004). He is also Associate Editor for the international journal *Citizenship Teaching and Learning*.

Dr. Sears' most recent research has focused on how children and young people understand key ideas related to citizenship. He is currently principal investigator on an SSHRC funded project designed to map how young people in Alberta and the Maritimes conceptualize democratic participation and a co-investigator on a similar project looking at how young people and teachers conceptualize diversity in Canada. Alan Sears is Associate Editor for the journal *Citizenship Teaching and Learning*. One of their most exciting initiatives has been the Spirit of Democracy Project. It is a collaborative effort with Russian colleagues focused on developing an approach to teaching key democratic ideas.

Friday, 4 September, 16:00 pm

Keynote Lecture:

“Citizenship and national identity in Greece in the 19th and 20th centuries”

Dr. Christina Koulouri, Panteion University of Political and Social Sciences, Greece

The main argument of this paper is that the ongoing debate in Greece about immigration and the right to Greek citizenship of the immigrants of second generation has to be analysed and understood in a historical perspective. The lecture is going to focus on the linkages between Greek national identity and citizenship since the Greek war of independence (1821), which led to the creation of an independent state (1830) in order (a) to detect how the definition of citizenship parallels the stages of construction of national identity; (b) to interrogate the fluidity of national self-definition and the transformation of national otherness during the last two centuries, and (c) to analyse the concept of “origins” on which the contemporary law of citizenship lies.



Christina Koulouri is Professor in Modern and Contemporary History at Panteion University of Political and Social Sciences (Athens, Greece), Dean of the Faculty of Political Sciences and Director of the Research Centre for Modern History (KENI). She studied at the University of Athens, the *École des Hautes Études en Sciences Sociales* and Paris I - Panthéon - Sorbonne where she also received her PhD. Since 1999, she is the chair of the History Education Committee of the Centre for Democracy and Reconciliation in Southeast Europe (CDRSEE) and general coordinator of the Joint History Project (JHP). She is author of several books and articles on the teaching of history, the history of historiography, school textbooks, national identity, national holidays and the history of sports and the Olympic Games. She is also the editor of four workbooks (alternative educational materials) for the teaching of modern and contemporary history in Southeast Europe.



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#001 THE IDENTITY OF DISABILITY DURING THE GREEK FINANCIAL CRISIS: EMPIRICAL VIEWS OF DIVERSITY

Presenter(s): Alexandra Georgiou, Spyridon-Giorgios Soulis

Type: PAPER – Mixture

Keywords: identity, disability, diversity, Greek financial crisis

ABSTRACT: There is a general consensus in the related research over the last fifteen years that disability should be understood as a social construction. It should be viewed as a result of the obstacles that society itself imposes on individuals with disability. In other words, disability should be examined within a broader social framework since it is defined in social terms. It seems that the identity of disability is not a definitive personal trait but a concept constructed by society since it is society that determines the limitations that render the individuals disabled and denies them the right to fully participate in social life. As a result, the identity of disability is shaped by the citizens' views of disability which are formed and differentiated according to their social and cultural background. During a financial crisis, the social and cultural context is redefined and changed. The question that rises is how the change of the financial status of Greek citizens (given the current economic crisis) influences the identity of disability. Bearing the aforementioned in mind, a research was conducted in order to explore whether the financial status of Greek citizens has influenced their attitudes towards disability. The present research was conducted in the prefecture of Ioannina, Greece. The findings revealed that the higher the citizens' income, the more positive their attitudes towards disability will be. In particular, it was noted that citizens with lower income compared to those with higher income are against the inclusion of students with and without disability. Furthermore, citizens with lower income perceive that people with disability and people without disability cannot be equally happy. Therefore, a negative image of disability has been documented - an identity of disability which needs to be reconstructed without any delay.

#002 DIGITAL STORYTELLING AS A MEANS FOR LINGUISTIC DEVELOPMENT, CULTURAL EXPRESSION AND INTERCULTURAL COMMUNICATION: A TEACHER TRAINING COURSE

Presenter(s): Marianthi Kotadaki

Type PAPER - Reflection on Practice

Keywords: digital storytelling, teacher training, literacies, culture

ABSTRACT: According to the Greek national education policy, primary and secondary school students need to develop diverse literacies and skills in order to effectively respond to the challenges raised in the post-school globalised social, professional, and academic environment. The ability to access and use knowledge critically and creatively in order to handle technological advances flexibly and purposefully and to adapt to and function in the contemporary multicultural society constitutes the spinal cord of current school curricula. As 21st century skills, linguistic development, media literacy, innovative creativity and communicatively effective collaboration are emphasized in the syllabuses of subjects that either aim at language learning or integrate oral and written language expression. The key agent of the education policy implementation is for the teacher to align the learning procedures against the demands of the outside world through his multidimensional expertise. The present paper delineates an 8-week teacher training blended learning course in Digital Storytelling, which was designed to enhance the teachers' awareness of the contribution of digital storytelling as a pedagogic approach to the development of the literacies and skills included in the national curricula for primary and secondary education. The course was implemented among teachers of foreign languages and other specialisations in the prefecture of Ilia, Peloponnese. Having been assigned learners' roles, the participant trainees actively explored the philosophy and strategic procedure of digital storytelling and reflectively investigated how the art of digitalized narratives can boost language skills, cultural expression and intercultural communication. The course content and structure enabled the participant teachers to find ways in which personal stories, which are symbols of cultural identities and experiences, can be used to build cross-cultural understanding and collaboration, skills mutually beneficial for teachers and students.

#003 SCHOOL LEADERS' IDENTITIES AND ROLES AT PRIVATE AND PUBLIC SCHOOLS

Presenter(s): Evangelia Papaloi, Vassiliki Papakitsou

Type PAPER - analysis of your own empirical data / Mixture

Keywords: identities, roles, educational leadership, social interactions

ABSTRACT: This study attempts to shed light on and explore the perceptions and the beliefs of teachers and school managers of public and private secondary schools in Athens regarding the role and identities of leaders as well as their importance and contribution to the successful educational management. Based on the assumption that

the concepts of self and identity are shaped within the context of complex social interactions, we accept that the individual is enriched by the collective, sets up and builds its social identity through its relationships with others: the group is a tool through which an individual can imagine, decide, legitimize and convince other of their viewpoint (Blanchet & Trognon, 1994). This study consists of two parts: the theoretical and the empirical one. Thus, in the theoretical framework, we analyze the leader's profile, professional identities and roles within the educational unit. More specifically: the general framework of a leader's social identity according to the demands of his/her role and the expectations of the others, a leader's role of shaping an internal school policy in a constantly changing context, a leader's skills/traits of personality for effective school management. The sample used for this research consists of 40 teachers (20 serving in a public and 20 serving in a private school) and 2 school leaders working in secondary schools in Athens (one public and one private). The principals' beliefs were collected through semi-structured interviews, while the teachers' ones were investigated through a questionnaire. According to the results, the basic assumption of the research that the role of leadership is crucial and contributes significantly to the whole effectiveness and efficiency of the school was verified. Moreover, it seems that the school leaders who work in private school units are more efficient than those working in public schools; constructing, thus, a professional identity which gives them the opportunity to develop and apply their leadership skills.

#004 THE IMPACT OF THE ECONOMIC CRISIS ON THE REGULARITY OF THE FUNCTIONING AND DAILY LIFE AT SCHOOLS

Presenter(s): Evangelia Papaloi, Theodosia Dema

Type PAPER – analysis of own empirical data / Mixture

Keywords: Economic crisis, social impact, school regularity, school climate

ABSTRACT: The main purpose of this study is to explore teachers' and school leaders' opinions regarding the impact of the economic crisis on the proper functioning, the attitudes and the cooperation within educational units. The school is an institution aiming to transfer the values of each society in order to ensure its future while it acts as a socio-cultural factor of renewal and progress and is in dialectical relationship with the community (Xochelis, 1991). The outbreak of the economic crisis caused some cracks to the general framework of our educational system as well as the functioning of schools: despite the rhetoric of progress, the Ministry of Education took measures which aimed at reducing the functional costs without taking into account the deterioration of services

and the social impact of these changes on the daily life and functioning of schools. The sample of this research consists of 104 teachers and 5 school leaders working in secondary schools in Athens. The principals' views were collected through semi-structured interviews, while the teachers' ones were investigated through a questionnaire created for the purposes of this research. Principals refer to the negative social impacts of the crisis and the decreased funding of their school, while teachers underline the difficulties deriving from the general education system's latest changes and the decreased funding. The results revealed that the economic crisis has not affected the school climate and relationships between teachers and principals, but has borne the overall working conditions as well as the teachers' emotions and feelings of burnout. Negatively affected are the infrastructure, the academic performance and the behaviour of students (delinquent behaviour). Obviously, children as direct beneficiaries of problems such as increasing unemployment and the continued reduction of the family income, experience feelings of uncertainty and anger, which enhance the expression of violent and aggressive behaviour at school (Ombudsman, 2012).

#005 IDENTITIES AND COMMITMENT OF THE PHILOLOGISTS IN TIMES OF CRISIS

Presenter(s): Evangelia Papaloi, Giorgos Papafotiou

Type PAPER - Mixture

Keywords: professional identities of the philologists, perception of roles, commitment

ABSTRACT: In this research, we attempt to explore the identities and the degree of commitment of the teachers - philologists serving in high schools of the Pieria County in times of crisis. It is important that the employee gets satisfaction from his/her work and feels commitment towards his/her institution, since, this fact positively affects his/her efficiency, creativity, mental balance and social welfare (Candas, 2001, Briones, Tabernerro & Arenas, 2010) and, contributes to the efficient functioning of the organization (Nehmeh, 2009). Moreover, according to the theory of "social identity," the person tends to place himself into categories-groups which contribute to maintaining or increasing his/her positive self-image (Tajfel, 1972). At Lyceum, the specialty of philologists plays a decisive role, covering about 35% of taught hours, shaping attitudes and mentalities and helping to create a modern humane society. In this research, our basic research questions relate to: how the philologists perceive their role as teachers of this specialty, what emotional and evaluative meaning they give to this, how they perceive their interactions with colleagues-director-students-parents, to what extent

they feel affected by the crisis, what is the degree of commitment to the school unit where they work. The survey involved 62 teachers serving in 7 general high schools (Lyceums) of Pieria County. Their opinions were collected through a questionnaire. The results revealed that despite the crisis, the specialty of the philologists has created a very positive identity and self-image allowing them to get satisfaction from their role and practices. Specifically: 4 out of 5 philologists (83.5%) feel the commitment to stay in the school in which they serving, the majority (53.2%) is quite satisfied with his/her professional prospects while 1 in 4 (25, 8%), indicates very satisfied, and, 7 out of 10 (71%) are fairly or very satisfied with their relationship with their students' parents and the community.

#006 CULTURAL IDENTITY IN THE GLOBALIZATION CONTEXT AS AN ISSUE OF PEDAGOGICAL THEORY

Presenter(s): Zoja Chehlova, Mikhail Chehlov, Ingrida Kevisa, Leva Margevica

Type PAPER - Mixture

Keywords: cultural identity, globalization, the humanitarian model of education

ABSTRACT: The topicality of the present research has been underpinned by the fact that the issue of cultural identity in the new conditions of globalization has not been sufficiently addressed in the pedagogical theory in Latvia. In the 20th century, cultural identity was regarded as the feeling of belonging to a definite ethnic community, as the result of cognitive and emotional processes involved in recognizing oneself as a representative of a definite ethnos, identifying with it and dissociating oneself from other ethnic groups. The 21st century is characterized by the processes of globalization even though the gradual interconnection of cultures has been characteristic of the whole history of humanity. One of the consequences of globalization actively discussed in the world science is the crisis of cultural identity. The aim of the research is to work out the structure and content of the concept "cultural identity" in the new conditions of globalization in Latvia. The objectives are to determine the conditions for the development of cultural identity of senior secondary school students (aged 17 – 18) and the strategy for the development of cultural identity in the actual pedagogical process. The methodology of the research: theoretical methods – analysis, comparison; empirical methods – survey questionnaire, conversation, experiment and mathematical statistics. The software SPSS 16 was used for the processing of the data. The results of the research: There has been worked out the structure and content of cultural identity and determined the conditions and the strategy for the development of cultural identity of senior secondary school students in the actual pedagogical process.

#007 FOREIGNERS DO NOT LOVE US ... THEY ENVY US". CONSTRUCTING CITIZENSHIP EDUCATION IN ERA OF CRISIS

Presenter(s): Anna Koutsouri

Type PAPER -Mixture

Keywords: Citizenship, Children's perceptions, Democratic Education, Qualitative research

ABSTRACT: We must underline that the sociopolitical situation and the economic crisis have a strong impact on students' views and opinions about citizenship, democracy and rights. In this context, the role of civic education is crucial and can play a very important role in the construction of citizenship and identity. This presentation aims to develop the results of a research project carried out during 2013-2014 which focused on the analysis of young pupils' perceptions (ages 11-12 years old) about the concept, the content of citizenship and role and the objectives of citizenship education in the curriculum and the school community at an ordinary primary school in Thessaloniki. In the first part, we will analyse the aims of citizenship education and its goals within the Greek educational system and raise some questions about different problems, obstacles and dilemmas. In the second part, we will present the results of our research based on the analysis of group interviews and discussions, pupils' ideas, comments and opinions. Our research was also based on data drawn from the observation field, the issues raised and the discussions among pupils and teachers. Being inspired by the main ideas of Critical Pedagogy we decided to teach our pupils about different concepts and controversial issues and give them different materials for the construction of their citizenship. After this learning period with the active role of students, they were encouraged to analyze their own experience based on participation, knowledge and discussions.

#008 KNOWLEDGE AND TEACHER TRAINING IN CULTURAL DIVERSITY ISSUES: A QUANTITATIVE SURVEY TO TEACHERS OF PRIMARY EDUCATION IN AITOLOAKARNANIA

Presenter(s): Zoi Karanikola, Stathis Balias

Type PAPER – Analysis of own empirical data

Keywords: knowledge, training, cultural diversity, teachers

ABSTRACT: This paper looks at the intercultural sensitivity and competence of teachers attending public elementary schools in Aitolokarnania. We administered to 400 teacher's questionnaires with 56 proposals - questions, of which nine were related to demographics and events and six to training and knowledge they have about cultural diversity. The results showed that the main body of the respondents considers that they have sufficient (33.0%) or good level of knowledge (33.6%) with respect to cultural diversity issues, while 23.0% think that it is insufficient. Furthermore, the majority believes that the guidance set by the teaching staff in managing or resolving cultural diversity issues is insufficient and believes that it should have more knowledge about the language, religion and socio-economic conditions prevailing in the students' country of origin. The level of knowledge of teachers seems to be influenced by the period of acquisition of the diploma and the additional studies they have. The majority of teachers surveyed (85.5%) seem to know what intercultural education is, linking it to respect, understanding, and eliminating stereotypes and prejudices. However, there is a percentage of respondents (17%) who believes that the goal is the assimilation of students that constitute a cultural minority. Finally, 90% of respondents agree with the view that intercultural training is for all students, while 82.7% disagree with the view that intercultural education distracts from the main objective of the school which is the teaching of basic skills and knowledge that require students to take part in the common national culture.

#009 DEMOCRATIC EDUCATION IN TIMES OF CRISIS. VIEWS AND PRACTICES OF PRIMARY SCHOOL TEACHERS

Presenter(s): Stamatina Dimiza, Stathis Balias

Type PAPER – Mixture

Keywords: democratic education, teachers, crisis

ABSTRACT: Modern research in democratic education raises concern about the cultivation of a democratic education. The question that arises today is under what conditions the school can become a breeding ground for the development of political virtues (that is, a school developing democratically active young people in order to adopt democratic values and principles in their future lives as civilians). The reflection on democratic education focuses more and more on the full range of education, and the role it can play in the educational intervention of teachers in instilling democratic

values in young children. In accordance with the above reflection, this research study's main objective is the exploration of ideas and educational practices of pre-school education teachers concerning democratic values. In an age where social and learning experiences are becoming crucial to the shaping of personality and the course of students' adult life, pre-school education could cultivate values that will enable teachers to shape future conscientious and active citizens.

The views of kindergarten teachers regarding democratic education (both in theory and in (educational) practice) in times of crisis of democracy, are at the core of this research study. The aim is both to reflect on the current situation with regard to democratic education in early childhood and to show the importance of the teachers' role as active subjects that form opinions and implement educational practices in an unfavorable economic, employment and social situation. As far as methodology is concerned, the research is based on the analysis of texts related to the pre-school level as well as the analysis of the opinions of pre-school teachers through semi-structured interviews. The results of the survey show that though teachers are clearly influenced by the given working and educational context, they manage to transform and remodel this structure through their creative action, which is to promote democratic values on a preschool level.

#010 INFORMATION SOCIETY AS A FACTOR OF TRANSFORMATION OF THE SOCIO-CULTURAL IDENTITY OF AN INDIVIDUAL IN THE PROCESS OF GLOBALISATION

Presenter(s): Marina Marchenoka, Velta Lubkina

Type PAPER - Theoretical contribution not based on your own empirical data

Keywords: personality, Information society, socio-cultural identity, crisis of identity globalization

ABSTRACT: The development of information technology as a technical basis of modern society enters all spheres of life of the society and significantly influences ways and forms of existence of every individual. On the one hand, intensive application of information technology innovations to the society's everyday life and appearance of the sphere of virtual communication create wide space for realisation of possibilities, but on the other hand, it often leads to transformation of the identity of an individual. Urgency of the given research is caused by the dynamics of the information flow as a global factor of contemporaneity that gave rise to the problem of the crisis of socio-

cultural identity expressed in the gap and incompatibility of landmarks and values in the process of globalisation. The aim of the research is: to consider the problem of the individual's existence in the conditions of modern information society and to justify the thesis that the global modern society is claiming to universalism while at the same time ignoring peculiarities in development of the individual and the society, which gives evidence of the crisis of the socio-cultural identity. The methods of the research are: The theoretical base of the research includes: The concept of a person's individualisation in the society (Fromm), the theory of social identity (Turner, Tajfel), the concept of globalisation and its sequences (Bauman), and theories of the information society (Castells, Giddens, Beck). The results of the research are the following: the theoretical analysis of the problem of the research, which gave the possibility to establish the fact of existence of the interrelation between the process of globalisation and the problem of socio-cultural identity of the individual and the society. Information society creates a set of problems, which are related to self-identification of the society and the individual. Disclosure of contradictions between the information society and the identity of a person will be a result of the research, too.

#011 RACISM, IDENTITY AND ITS RELATION TO UNIVERSITY STUDENTS EXCHANGE PROGRAMS

Presenter(s): Jonathan Spyralatos, Alexandra Alverti

Type PAPER - Mixture

Keywords: Racism, identity, exchange programs, Higher Education

ABSTRACT: A worldwide problem that all people face in every country is racism. Today's society is developing and changing with the ramifications of these changes confronting us all. This is especially true for teachers and education. A teacher's identity is socially constructed and as such both their education and experiences are important to its formation. As teachers it is very likely that we will not only face occasions of racist behavior among our students within the classroom or the school, but we ourselves might treat some pupils differently, even if we do so subconsciously. The purpose of this study is to examine, at the level of tertiary education, whether we can determine the degree to which one is a racist, based on his/her decision to be a part of a student exchange program. Furthermore we examine whether there is a difference in the degree of racism between a student who selects to be a part of such a program and one who does not. In order to research this, we decided to use a questionnaire. We distributed the Symbolic Racism Scale, with some adjustments, to two groups of students: those who had participated in a 2014 student exchange program (at a Swedish and Greek

university) and those who had not. What compelled us to research this subject was the fact that in the international bibliography there appears to be very few similar studies. Based on the data collected from this questionnaire we determined that there actually is a statistically significant difference between the two groups. In our presentation we will highlight the problem, the theoretical framework, our methods and results of our research as well as recommendations for effecting change.

#012 TEACHERS' IMPLEMENTATION AND BELIEFS IN SEX EDUCATION IN GREEK ELEMENTARY SCHOOLS

Presenter(s): Stefania Papadopoulou

Type PAPER - Analysis of your own empirical data

Keywords: sex education, primary school, teachers' perspectives

ABSTRACT: In times of diversity, globalization and crisis various factors influence how one sees oneself in terms of their identity. Identity includes one's sexual identity, and education both formal and informal plays a role in how one acquires knowledge about it. We argue that formal education has an important role to play. The purpose of this research is firstly to examine the views of teachers on the current situation in elementary schools related to sex education, what they apply and what obstacles have been encountered. Secondly, based on the beliefs of teachers, it examines the possibility of introducing sex education as a subject, the prospective outcomes and the need for teacher training. The data is derived from questionnaires to active primary teachers from 14 public primary schools in the Prefecture of Achaia in January 2015. The sample was 100 active teachers, who had their own class, had the afternoon class or were principals at school. The primary findings were that: a) the teachers (74%) prefer to seize the opportunity from some students' behavior to discuss the issue in class, whereas hardly anyone has ever implemented a project, b) few teachers have taught the 6th grade Science chapter on the "Reproductive System", c) primary school is considered suitable for the beginning of Sex Education, because it provides valid information to students before they reach puberty, d) teachers believe that Sex Education can be introduced in elementary school with: monthly projects (30%), as a school subject (29%) or as part of a school subject, e.g. science (27%), and e) teachers who have attended a seminar, feel more prepared to talk about Sex Education to their students.

#013 SCHOOL DROPOUTS' PERCEPTIONS OF DROPOUT PREVENTION TOOLS

Presenter(s): Kristi Kõiv

Type PAPER - Analysis of your own empirical data

Keywords: Dropping out of school, prevention tools, dropouts' perception

ABSTRACT: A successful student in the 21st century is expected to graduate from school and be able to participate in society as a productive, engaged citizen. The failure of the education system to graduate students is a multi-faceted and complex social problem and is called the Dropout Crisis of the century promising approaches in dropout prevention and recovery.

The paper argues that much more attention should be given to the opinions of young people themselves in the search for a solution to high rates of dropping out of school. Specifically, the purpose of this study was to determine which tools of dropout prevention should be important based upon the perceptions of school dropouts, and relate these perceptions to the dropout literature. The sample consisted of 200 (62% male, 38% female) dropouts from primary schools, ranging in age from 16 to 22 years ($M = 18.2$, $SD = 0.99$) as a representative sample in Estonia. Dropouts' self-evaluations were measured with 18 statements and a Principal Axis Factoring with oblimin rotation was conducted to create summated scales. The six factors which emerged were: Alternative Schooling; Basic Academic Strategies and Social Supporting Network; Individualized Learning; School Attendance; School Change; and Vocational Training and Employment.

Research results indicated that dropouts perceived school attendance without absenteeism as the primary preventive tool of dropping out and alternative schooling (e.g. boarding school, home tuition) factors as less important. The second highest ranked factor was Vocational training and Employment and Basic Academic Strategies and Social Supporting Network ranked as the third factor. The paper discusses the implications of these findings to help the educational community promote academic success among youth based on the participation-connection theoretical model of the dropout process.

#014 THE CASE STUDY – PREVENTING DROPPING OUT OF SCHOOL

Presenter(s): Helen Toming

Type PAPER – Reflection on practice

Keywords: ecological systems theory, dropping out of school, risk factors, Intervention and prevention

ABSTRACT: The current paper is based on a case study analysis. At first the paper focuses on a description of the case, then the main results and conclusions of the empiric study are introduced and then the analysis of the case study which includes theory and results of the different studies, is presented.

Overview of the case: at the center of the case is a 14 year-old girl who has problems with school attendance while the influence of different risk factors may lead to dropping out of school. The theoretical framework of the study is based on Bronfenbrenner's ecological systems theory and adults from different microsystems were involved. The first aim of the study was to describe the risk factors and find out why she has a low school attendance, and the second aim was to find out the options to improve her school attendance. The intervention was successful even though the girl changed schools. At the end of the school year, she produced an instructed wall painting which reflected her life with fears (represented by spider) and hopes (represented by orange tree), and at the end of the next school year she graduated a basic school with plans to continue her studies. Analysis of the case study revealed that risk factors which influence dropping out of school are related, and therefore the intervention must consider different microsystems (e.g., school, home, friends and peers). Mainly the negative interactions in the system and between the systems appeared as risk factors and therefore the key-word in intervention is cooperation between different systems. However, this case was resolved only after the adults began to listen to the girl who was in a crisis indicating that there are efficient ways to prevent dropping out of school.

#015 THE INTEGRATION OF FOREIGNERS STUDENTS IN THE GREEK KINDERGARTEN

Presenter(s): Georgia Chatzigianni, Sofia-Marina Darsakli, Eleftheria Dimitriou

Type POSTER - Analysis of your own empirical data

Keywords: intercultural, intercultural education, foreigners, school integration

ABSTRACT: The aim of this project is to present the conditions of foreigners within the Greek kindergarten schools. The paper is based on relevant bibliography and eleven semi-structured interviews of foreign parents who come from different areas of Attiki. The interviews were carried out (with the consent of the interviewee), either on the spot or via telephone, and their context was formulated based on the interviewee. The methodology used was the qualitative methodology whilst the basic criteria of the research were grounded in the intercultural model and the values of equal treatment, equal access to education and equal opportunities for the foreign students' social life.

The interpretation of the conclusions of the research was based on the theoretical framework which is being developed. After analyzing the results of our research, we came to the conclusion that foreign students, despite the difficulties they are facing, manage to integrate in the Greek kindergarten schools smoothly. In addition, another finding of our research was that they managed to socialize on a satisfying level, as they develop good relationships with their classmates and the teachers. Finally, it was discovered that sometimes the foreign students have taken part in intercultural conversations within the classroom and there are very few cases where they have suffered racial behavior.

#016 USING CULTURAL GENOGRAM AS A METHOD TO STRENGTHEN STUDENT'S CULTURAL IDENTITY AND AWARENESS

Presenter(s): Ieva Margeviča-Grinberga

Type PAPER – Reflection on Practice

Keywords: cultural genogram, cultural identity, teacher education, diversity

ABSTRACT: Over the past decade ongoing global economic and political changes have significantly affected human migration. Hazan's (2014) study showed that since 2000, 260,000+ people have emigrated from Latvia. In 2014, 8700 persons emigrated, however, 10,300 arrived (CSP, 2015). Increased migration creates challenges in education. Due to this growing cultural diversity, schools are attending children whose values and attitudes formed in different cultures contrasts with Latvian teachers. Teachers must develop proficiencies for working with culturally diverse students; incorporating dispositions that respect and value differences, and skills for acquiring culturally sensitive strategies and content to ensure opportunities for academic success and personal development. Diversity awareness begins at the personal level with the understanding of one's own cultural identity. To recognize one's cultural differences there is a need to consider diversity within the family. The aim of this study was to investigate the use of the cultural genogram as a method to strengthen student's cultural identity and awareness. Participants included 46 students enrolled in an "Intercultural Education" study course. Qualitative data was collected through the analysis of interview transcripts and the content analysis on a cultural genogram. Since the year 2002 the author has introduced cultural genogram as method to strengthen student's cultural identity and awareness. The cultural genogram gives opportunities for self-reflection on one's own cultural and identity. Results showed that through the process of creating the cultural genogram and reflecting on it, greater insight into

cultural identity, and appreciation for the ways in which culture impacts one's life creates a better understanding about other's cultures. The results of this present study emphasizes the need in teacher education to develop teaching methods that will impact students' thinking about cultural diversity, and highlights the importance of student's self-reflection about their own culture.

#017 USING IMAGINED CONTACT TO ENCOURAGE POSITIVE INTERACTION

Presenter(s): Anne Glick

Type VIRTUAL PRESENTATION - Mixture

Keywords: Imagined contact, prejudice reduction, dual-identity, technology

ABSTRACT: Context: As Europe becomes increasingly diverse, opportunities to encourage a positive, inclusive and shared European identity must be actively sought, especially among younger generations. When direct contact with peers from a different "group" isn't yet feasible due to geographic, linguistic or even anxiety related barriers, imagined contact theories offer effective ways to improve attitudes and increase young students' motivation and intention to engage with the "other." It can be used to not only reduce prejudice but also enhance mutual liking, trust, and friendship between groups, preparing them for positive interaction and a shared European identity in the 21st century. Theory & Methodology: Research on imagined contact theory demonstrates evidence for its effectiveness in improving explicit and implicit attitudes towards and intergroup relations with a wide variety of cultural and ethnic groups including religious minorities, ethnic minorities, and disabled individuals. In imagined contact interventions, children take an active role in creating a contact scenario that involves the self and an out-group member. Imagined contact can act as a measure that prepares children to engage other groups with an open mind. Results & Conclusions: Imagined contact is a cost-effective intervention that can be integrated into classroom teaching. While its effects can generalize, interventions can be also tailored to prepare students for openness and sense of shared identity with specific groups. Technology offers new opportunities discourage inter-ethnic bullying and to smooth the path toward positive direct contact between groups. The presenter will demonstrate One Globe Kids and Globe Smart Education, a global iOS stories series that applies imagined contact theory to prepare young learners for positive direct contact with other groups. Participants will be invited to discuss opportunities to use imagined contact to encourage positive, inclusive and equitable European identity for young learners.

#018 SCHOOL VIOLENCE, DIVERSITY AND FAMILY BACKGROUND: GREEK PRIMARY SCHOOL TEACHERS' VIEWS

Presenter(s): Glykeria Goula, Olga Pagouna, Eleutheria Tsironi, Marianna Galaziou, Georgios Nikolaou

Type PAPER – ANALYSIS OF YOUR OWN EMPIRICAL DATA

Keywords: school violence, diversity, cultural capital, primary school teachers' views

ABSTRACT: This paper looks into the matter of how the occurrence of school violence phenomena among students is affected by social, economic and educational family backgrounds with respect to diversity. In particular, it attempts to investigate primary school education teachers' views with regard to the relationship between family background and school violence displayed by native and different ethno-cultural students. The specific aim of this paper is to present and discuss our findings on whether the family background affects the frequency and the types of school violence in which students are involved. A qualitative study was conducted and the semi-structured interview was selected as the data collection method. The sample consists of 20 primary education teachers who teach both native born and different ethno-cultural students, in a variety of urban and semi-urban areas of Greece (Ioannina, Igoumenitsa, Crete, Karpathos, Karditsa, Corfu, etc.). The findings reveal that the lower the family's socio-economic and cultural background is, the more intensely the students are involved in school violence incidents. More specifically, the majority of teachers overemphasize the significant role the family plays in shaping the children's behaviour at school. Taking this into consideration, it seems that the children of the upper social classes outweigh the rest of the children, as the cultural capital which they have acquired via their families is the one used at school. As a result, it appears that children from lower social classes are experiencing inequalities capable of triggering violent behaviour, a fact that is supported by the paper's theoretical framework. As one teacher remarks: "families with a good socio-economic and cultural background are closer to their children, they teach them to behave appropriately so as to avoid involvement in such incidents".

#019 CITIZENSHIP IN DEBT: TOWARDS A PRECARIOUS EUROPEAN IDENTITY

Presenter(s): George Pasiadis, George Flouris

Type PAPER - Mixture/Theoretical contribution not based on your own empirical data
Keywords: European Citizenship, European Identity, Precarious and Uncertain Society, 'Grammar of Debt', 'Grammar of Citizen'

ABSTRACT: The characteristics of the 'European Citizen' and the concept of 'debt' constitute central issues during recent years since they are closely linked, among other things, to the critical concepts of bio-politics, meta-democracy, rights of the public sphere and social cohesion. In this presentation it is maintained that "debt" constitutes a "discourse" which establishes citizens' consciousness, creates power relationships and functions at a political, social, ethical, institutional and ideological basis. In the "grammar of debt" one comes across all of the basic functions concerning the "grammar of citizen". Debt and its symbolism exerts power which classifies, engraves, confirms, produces, subjugates, excludes, dismisses and 'punishes' citizens. Thus, citizenship is undergoing a complete transformation or metamorphosis since it becomes a deconstructed, precarious and powerless construct. The issue of debt acknowledges the critical bio-political discipline, surveillance and control of the new forms of governmentality. This governmentality constructs the societies of precariousness, of uncertainty, of social exclusion since debt encompasses not only the individual sphere but the entire social web, the State, the collectivities and the society at large. The purpose of this presentation is to conduct a critical discourse analysis of the relationships between "citizen" and "debt" which seem to be connected with the waning of the political construct, the increasing deficit of symbols and democracy and the hegemonic domination of an economic – technocratic model of governance. This model deconstructs fundamental characteristics of the political democratic dimension in favor of an economic dystopia and of the bio-politics of a consumable society.

#020 FUSING AN L1 IDENTITY INTO AN L3 CONTEXT: IMPLICATIONS FOR FOREIGN LANGUAGE PEDAGOGY IN GREECE

Presenter(s): Evangelia Papalexatou, Vasilios Zorbas

Type PAPER - Mixture

Keywords: bilingualism / Trilingualism, identity, diversity, educational equity

ABSTRACT: In recent years, there has been much research in the rapidly expanding fields of bilingualism and multilingualism and as a result various issues of multilingual phenomena, trends and practices are in the spotlight worldwide. In light of this, it is imperative that we understand how bilingual learners - who belong to a mixed

classroom - think of themselves and how they manage to come to terms with their own identity in times of crisis, globalization and diversity. This article aims to examine the relationship between bilingualism and cultural identity development regarding two Albanian second generation immigrants who attend the fourth grade in a Greek primary school and learn English as a third language. Based on a conducted case study, conclusions are drawn as to the interplay among identity and all the distinct languages (L1, L2, L3), as well as the potential underlying reasons affecting and influencing the development of their bicultural / bilingual identity. Moreover, through in-depth interviews light is shed on those factors which not only contribute to the learners' sense of who they actually are, but also define the multifaceted nature of their identity in the culturally and linguistically diverse environment they belong to. Findings show that there is a relationship between the languages and their identity and each of the languages takes on a functional role depending on given situations and interactions. Moreover, the role that each language plays in each context reveals conflicting needs on the part of the bilinguals: their need to be accepted in the wider community on the one hand and the desire to display and assert their uniqueness on the other. The paper also outlines implications for foreign language pedagogy in Greece and looks into ways of forming and promoting school environments where identity is of prime concern and each individual feels valued and respected.

#021 A RECORD OF MAJORITY AND MINORITY STUDENTS' VIEWS ON LANGUAGE CHOICE AND IDENTITY CONSTRUCTION

Presenter(s): Spyros Bouras, Eleni Grivas, Anastasia Stamou

Type PAPER – Analysis of your own empirical data

Keywords: majority students, immigrant students, culture and identity, views

ABSTRACT: In the Greek educational context, with large numbers of students from culturally and linguistically diverse backgrounds, the stances of students from the dominant culture towards their immigrant classmates seem to be critical in affecting classroom dynamics. On the other hand, immigrant students' views of 'themselves' seem to affect their smooth inclusion and their educational success. In the present study, an attempt was made to record: a) the majority of students' views on the identity of their immigrant classmates and on their L1 development and use; b) immigrant students' views regarding their L1 development and use and their attitudes towards their home language and culture. 90 students of Greek origin and 146 immigrant students of Albanian origin attending the 5th and 6th grade of state primary schools in

two areas with high population of immigrants of Albanian origin (Florina and Arta) participated in the study. Data were collected through individual semi-structured interviews and analyzed through the Miles & Huberman's analysis framework. The results of the study indicated a quite stereotyped way by which Greek children talked about their immigrant classmates, since the majority of them perceived immigrant children as "foreigners", who differ from the Greeks because of the "other" language and culture. However, they avoided using highly negative stereotypical expressions to describe their classmates, probably as an attempt to distance themselves from the dominant racist discourse. On the other hand, the immigrant students declared that their home language is used as a private code for interpersonal communication in the family environment. However, they expressed a positive attitude towards learning their home language at school in order not to distance themselves from their home language and culture. The findings suggest that school and families should cooperate in order to promote a better understanding of multiculturalism and greater sensitivity to the "other".

#022 TECHNOLOGY IMPACT ON DEVELOPING VIRTUAL IDENTITY

Presenter(s): Tamara Labonova-Sunina, Yri Shunin

Type PAPER - Mixture

Keywords: computer-mediated globalized world, virtual reality, virtual identity, identity crisis

ABSTRACT: In contemporary higher education, it has become a commonplace to emphasize that our globalized world is undergoing an identity crisis. The signs of this crisis particularly in social and cultural spheres are abundantly increasing as we progress through the global, postmodern and highly technological information era in which the concept of identity turns out to be more complex than ever before. This paper explores significant trends in contemporary higher citizenship education with a specific focus on the role of communication technologies and new emerging technologies on the development of new emerging identities, particularly, virtual identity. The purpose of this paper is to bring together various elements that represent the complex conceptuality of virtual identity within technological society. It engages into a research of what awareness young people are now getting of new information and communication technologies and how global media may possess the potential to transform their identity and in what way educational institutions should understand and respond to this evolving virtual reality. In this paper we address these issues both

from a quantitative and qualitative standpoint. The key issues under research include the Systemic approach to identity formation as a synergy of information and communication technology (ICT) and virtual reality in citizenship education at Riga Technical University, Faculty of Mechanical engineering, Transport and Aeronautics (Riga, Latvia). The Sociometric method and Optimization theory are the factors that integrate all the elements. The research results have demonstrated that the developed Tree-model of identity formation offers a methodology for identity construction by evaluating virtual reality as the potential for the development of a creative personality. Implementation of the obtained research results can contribute to the working out of a scientifically grounded concept providing recommendations for optimal identity formation.

#023 TEACHING STRATEGIES FOR CULTIVATING HISTORICAL AWARENESS DURING TIMES OF CRISIS AND DIVERSITY

Presenter(s): Georgia Dede

Type PAPER - Mixture

Keywords: primary school teachers, multicultural classroom, historical consciousness, teaching strategies/techniques

ABSTRACT: The subject of history, ideally, contributes to the cultivation of the national consciousness and helps form the social, political, national and global identity. In the Greek multicultural society, there is an important connection between diversity and the course of history. The existence of this connection is considered to be particularly essential in periods of political, economic, social and cultural crisis. However, when demographic changes occur in a country's and in a school's makeup further compounded by economic, social and political difficulties, one of the questions that arise is whether a national curriculum's educational goals are redefined and additionally whether the methods that teachers exploit are reevaluated. Along with this is the need to consider if and the extent to which the curriculum makes clear references to a multicultural teaching of history as well as the way teachers manage to utilize the teaching material in the context of multiculturalism. In this paper, we will present the findings of a qualitative research study that examined primary education teachers' attitudes and perceptions on how the course of history affect the development of historical awareness. Our findings are based on the data collected through semi-structured interviews with practicing primary school teachers in Western Greece and the Peloponnese. We will also look at the importance cultivating historical

consciousness has for the Greek multicultural class. The hypothesis of this study concerns the way that teachers understand the importance of the course of History. Specifically, this study explores whether these perceptions and consequently the teachers' approaches and the content of the national curriculum include the notion of multiculturalism through the lens of the social, economic and political crisis that characterizes current Greek society, and thus the extent to which the cultivation of the historical consciousness is achieved in today's Greek multicultural classroom.

#024 ATTITUDES & PERCEPTIONS OF PRIMARY SCHOOL TEACHERS TOWARDS THE CHALLENGES OF INTERCULTURAL EDUCATION

Presenter(s): Gregory Davrazos, Ioanna Maragkou, Athina Nikolopoulou

Type PAPER – Analysis of your own empirical data

Keywords: intercultural education, teacher attitudes

ABSTRACT: Given the new changes of recent years, the modern school has to adjust itself towards the new multicultural reality. In this context, teachers have to keep up to date and become well-equipped to successfully face new difficulties and challenges arising from the new educational reality. This research attempts initially to highlight the variety of difficulties and problems faced by bilingual pupils in secondary education, and then, to investigate the degree to which principles and methods of counseling are employed in order to remove the cognitive and emotional barriers of students from different cultural backgrounds. 70 Primary Education Teachers (22 Men and 48 Women) participated in our quantitative research. According to our research, the main difficulty that teachers face when they deal with foreign students is the students' unsatisfactory level of knowledge of the Greek language. This fact implies that these students face difficulties concerning their inclusion in the school's culture. Teachers try to encourage these students while respecting their different culture, yet they maintain low expectations because of the low educational background of their families. For that reason, they invite students' parents to school festivals and school events. More than half of the teachers (however little teaching experience they may have) are willing to use Counseling techniques in their everyday teaching practice in order to effectively deal with the new multicultural reality.

#025 THE RIGHT OF QUALITY AND IDENTITY IN EARLY EDUCATION IN TIMES OF CRISIS

Presenter(s): Helen (Ellen) Mousena, Pantelis Kiprianos

Type PAPER – Analysis of your own empirical data

Keywords: right to quality, identity, early education, crisis

ABSTRACT: Access to education and improving the quality in Early Childhood Education and Care is a fundamental right of children and an important political priority of the European Union and the OECD in recent decades. Furthermore, the debate on equality of educational opportunities remains relevant in a socio-economic context of cultural pluralism and in times of limited financial resources. Attendance in preschool education strengthens the identity of children in a multicultural environment. Survey data suggest that investments in small population groups are proving more effective for children, families and societies. Widening access to preschool education can improve overall performance and reduce socio-economic disparities between students, when the extension of accessibility does not put the quality of benefits (OECD, 2011) at risk. This paper examines the policies in the ECEC institutions on a European and a national level. The analysis is based on written documentation and practices. Studies and resolutions of the Commission on this issue are taken into consideration, and preschool education policies are analyzed on a national level. Our working hypothesis is the extent to which the recent institutional modifications for Early Childhood Education and Care in Greece are related to the context of quality that has been identified by the European Commission. The findings reveal differences between the European Quality Framework and national policies (mainly with respect to accessibility and funding) and underline the current challenges for improving the ECEC services on a national level.

#026 BETWEEN THE PAST AND THE FUTURE: THE VOICES OF YOUNG MACEDONIAN PEOPLE ON IDENTITY, CITIZENSHIP AND VALUES

Presenter(s): Nikolina Kenig, Ognen Spasovski

Type PAPER – Analysis of your own empirical data

Keywords: European values, identity, citizenship, qualitative analysis

ABSTRACT: The idea of European citizenship which has evolved through the process of European integration, strives towards overcoming the idea of national identities. With various degree of successfulness, the EU is trying to establish a contemporary view of citizenship through reinforcing its supranational nature and developing an attitude of tolerance towards diversity and human rights. If the concept of

Europeanization is defined as constructing shared beliefs and ways of political practice in Europe (Katzenstein, 2006), it could be said that the Republic of Macedonia is only halfway through. Taking into account the importance of identity issues, this research tries to explore the perceptions and beliefs of young ethnic Macedonians regarding EU, European and ethnic/national identity situated in an ambivalent societal context - an exposure to pro-European educational goals, together with the recently developed reluctance towards joining the Union. Participants were 72 students with different study backgrounds at the age range between 19 and 22. In 10 focus groups, formed on the basis of homogeneity of the field of study, they discussed their views on the EU concept, EU values, EU future of the country, as well as their reflections on the congruities and incongruities between their national identity and the EU identity. The data were explored by using thematic analysis. Mainly, young Macedonian people tend to idealize the concept of EU and are willing to accept European citizenship and tend not to see it as conflicting with their ethnic/national identity. On the other hand, some are skeptical of the tangible value of European citizenship and question the possibility of developing a more encompassing identity. In addition, this research shows that national identity is reconstituted, maintained, internalized and reproduced in social processes that involve confrontations and competing interests in the EU.

#027 TEACHING PUPILS ABOUT HUMAN RIGHTS AND DIVERSITY. A CASE STUDY FROM AN URBAN PRIMARY SCHOOL

Presenter(s): Panagiotis Papadouris

Type PAPER - Mixture

Keywords: human rights, diversity, racism, stereotypes

ABSTRACT: In this paper we focus our interest on how schools and in particular teachers help develop within their students an understanding of human rights during times crisis, globalization and diversity. It is a praxis paper that presents a 'best practice' within the European project (NAOS) whose goal is to encourage schools to build capacity in the area of dealing with diversity. The paper highlights the collective enterprise of a primary school in the city of Patras working in conjunction with a school's yearlong project agenda which focuses on developing awareness and empathy in children, improving relations among them, enhancing communication, cooperation, solidarity and trust in order to create a safe, pleasant and creative learning environment. According Gay (2009), ideas about diversity determine how someone teaches. Teaching pupils about diversity requires the use of different methods and

perspectives, variation and differentiation crossing the cultural borders. Pupils from diverse social and economic backgrounds as well as several immigrant children attend the particular school. The project aims to raise the pupils' awareness about racism, to inform them about the causes that lead people down the road of migration and exile, so that they understand the fear and uncertainty a refugee feels by stepping in their shoes and realizing that this can be achieved only through diversity. The key principles of the method we used focused on the pupil's active involvement, working in groups, connection to life, their personal experiences, critical thinking, interaction, interdisciplinary, cultivating relationships, supervision and guidance. The evaluation of the project revealed that the project fostered the pupils' sensitivity to racism, identified and removed stereotypes and prejudices and cultivated their friendly relations.

#028 IDENTITY BUILDING AND SCHOOL HISTORY: AN INTERCULTURAL APPROACH

Presenter(s): Foteini Pateinari

Type PAPER – Analysis of your own empirical data

Keywords: Identity, intercultural education, history teaching, curriculum

ABSTRACT: This paper focuses on matters related to identity building within the History Curriculum of the Greek primary school and its aim is to discuss the results of a research that was conducted in 2013 regarding an intercultural approach to school history. Thus we attempted to link the term 'identity' to the History Curriculum and examine it from an intercultural perspective. According to the theory of intercultural education, a school should aim at developing students' intercultural identity and awareness and at forming multicultural personalities, (namely, people who have been socialized in a particular cultural context, but who are able to adopt and accept aspects from diverse cultural contexts and to communicate with people with diverse cultural backgrounds). The study explores the extent to which the History Curriculum of the 6th grade of the Greek primary school treads down this path, taking into account the political role and ideological use of the History subject in general and the traditional and ethnocentric orientation of the subject in the Greek educational system. The theory of intercultural education and history teaching constitute the theoretical background of the research. For the purposes of the study qualitative research methods were used and specifically the method of curriculum analysis. The paper argues that despite the efforts to focus on historical thinking, to adopt an ostensibly neutral perspective of the historical facts and to promote European identity and citizenship, the teaching of history remains mainly ethnocentric and monocultural. As a result it functions as a

means of building the national identity and contributes to forming a closed and insecure identity which is not in line with modern sociopolitical developments and with the principals of intercultural education.

#029 FROM CRISIS TO KAIROS. AN ARTISTIC JOURNEY WITH A SENSE OF HUMOUR

Presenter(s): Hugo Verkest

Type WORKSHOP – Interactive (90' - 10-15 participants)

Keywords: crisis, humour, media, identity, citizenship

ABSTRACT: In this interactive workshop we will give an overview of some remarkable pieces of art that provide us a unique insight into how artists deal with global and local crises. Starting in the Low Countries with Hieronymous Bosch and Peter Brueghel the Elder, we discover how these Old Masters used to be active and critical citizens. In their forceful environments they were using caricatures to give expression to their key-experiences as injustice, repression and abuse of power. What kind of metaphors and symbols did they introduce to reframe the political and spiritual crises of their times? Is this counter-art useful for (young) citizen of 2015? Newspapers in the 19th century engaged artists in etching the editorial visions in black and white. Generations of cartoonists and social-oriented painters observed and interpreted the 'Zeitgeist' in the streets of Europe. In the past as well as in the present, cartoonists are not afraid to stand on the barricades or to knock on the doors of the Cabinets of Ministers or the headquarters of political parties. Their battlefield still remains on paper, while their ammunition are words and pictures; their howitzers are printing presses, newspapers and magazines, sometimes a textbook for pupils in secondary schools. In the agenda of freedom of speech, January 7th 2015 is certainly one of the darkest dates. To some ideologies the creative jokers are 'persona non grata'. In the second part of our workshop we decode the political language of our cartoonists in the light of radicalization, "eurofication", austerity measures and pointless violence. How can we inspire our students to integrate an artistic grammar and vocabulary in citizenship and remembrance education in light or shadow of unexpected crises? In the course of the presentation, we deliver in a gallery of artistic expressions that can be levers that lift up the crises.

#030 THE ROLE OF IDENTITY AND ITS IMPACT ON FOREIGN LANGUAGE TEACHING IN GREEK SECONDARY EDUCATION DURING THE 19TH CENTURY

Presenter(s): Alexandra Diamantopoulou

Type PAPER - Analysis of your own empirical data

Keywords: foreign languages, secondary education, understanding, diversity

ABSTRACT: Foreign language teaching has become one of the main concerns of the European Commission and the Member States. According to the Barcelona European Council, pupils in secondary education should be encouraged to learn at least two foreign languages (Eurydice, 2005). Languages contribute to a better knowledge of other European cultures and to a deeper understanding among European citizens. They also contribute to keeping xenophobia and intolerance at bay. Understanding the role foreign language teaching plays today requires an understanding of what it has been in the past. Has the position of foreign languages in Greece always been the same over the years? What was the position of foreign languages in the curricula of public secondary education in Greece during 19th century when the Greek Educational System was organized by the Regency after Otto's arrival? The present study looks at the Royal Decrees concerning foreign language teaching in the 19th century and examines language diversity within schools of secondary education, the amount of time spent teaching them and the number of languages taught in secondary schools during 19th century.

#031 "PAEDONOMIA" IN PATRAS IN THE LATE 19TH AND IN THE FIRST HALF OF THE 20TH CENTURY

Presenter(s): Alexandra Diamantopoulou

Type POSTER

Keywords: paedonomia, the Press, moral and ethical education, identity

ABSTRACT: Children's moral and ethical education has always been a concern of society. In modern Greece these have their roots in the 19th century when the Regency organized the Greek Educational System according to the Bavarian model. Not only school but also "paedonomia" was responsible for the moral and ethical education of the Greek children as it is seen through the number of articles and headlines dedicated to this issue in the local Press. "Paedonomia" was responsible for the supervision of

children during their social interactions; thus, supporting parents in their children's upbringing. Thus, "paedonomia" helped children form their own identity and character. Although the institution of "paedonomia" was not continuous as financial problems often imposed shutdowns, nonetheless, it became one of the major issues of the educational field in the late 19th and early 20th century. In the present study we will examine the issue of "paedonomia" through the articles and headlines dedicated to it in the local Press. From 1880 till 1936. We will do so using various local newspapers which dedicated articles to this issue concerning its functioning, financial problems of the institution, money raising and parents' contribution and attempt to discuss what has in times of crisis and diversity come to replace this function.

#032 THEORY, PRACTICE AND EVALUATION OF THE PROGRAMME - EDUCATION OF ROMA CHILDREN 2010-2015

Presenter(s): Christos Parthenis, Eirini Tseliou, Evangelos Chainas, Konstantinos Paiteris & Eleftherios Konstantinidis

Type SYMPOSIUM - Mixture

Keywords: Diversity, multicultural society, educational inclusion, Roma population

ABSTRACT: The Programme "Education of Roma Children", implemented by the National and Kapodistrian University of Athens in 2010 is still active today throughout Greece in the regions of Attica, Central Greece, Thessaly, Epirus, Western Greece, Ionian Islands, Northern and Southern Aegean, Peloponnese and Crete. It is supervised by the Ministry of Education as part of the operational Programme Education and Lifelong Learning. The intervention actions of the Programme are to promote intercultural education in population groups with linguistic and cultural differences, to reinforce access of Roma children in preschool education allowing their early enrollment in the 1st year of primary school, and to enhance familiarity with the school environment and their continuation provided until completion of the 3rd year of secondary school. Emphasis is also given to the implementation of supporting actions towards the Roma parents, as well as to the improvement of living conditions in the settlements and Roma camps in cooperation with local authorities and organizations.

In order to achieve these goals, an integrated and systematic intervention and planning have been developed inside and outside of school units, both related to the improvement of the enrolment of Roma children in the educational system and at the

same time to the acceptance of children by the members of the educational community eliminating school and social exclusion.

#032a MULTICULTURALISM AND BEYOND: SOCIAL AND EDUCATIONAL INCLUSION OF THE ROMA POPULATION

ABSTRACT: The aim of this paper is to demonstrate that, in the context of the economic crisis in European Union, the management of multiculturalism reflects a broader political discussion on European Union's identity and social policy.

There is a timely and obvious need to develop a progressive re-thinking of multiculturalism. For many reasons, not all of which are fair, the multicultural description has become problematic and corresponds little to the political insight. However, it is not just about renaming it. Multicultural policies were developed in the 1960s, and though suitable for that time, they have failed to embrace the current period of globalisation and super diversity. Roma, as one of the groups facing the worse discrimination and prejudice in the largest number of countries in the EU, should be given more prominence in the EU unity and diversity movements and be particularly targeted in such awareness movements. Education is identified as a most important area where action can be taken to foster tolerant and respectful behaviors towards diversity. In this context, interculturalism applied through the Programme "Education of Roma children" presents a new set of policies and approaches. It seeks to replace multiculturalism and provide a new example for dealing with race and diversity. Multiculturalism may have had some progress in the past but it has simply not adapted to the new age of globalisation and super diversity. Interculturalism is about changing attitudes by forging new opportunities across cultures to support intercultural activity and it's about thinking, planning and acting interculturally. Perhaps, even more prominent is to envision the world as we would like it to be, rather than be determined by our and separate past histories.

#032b MONITORING THE PHYSICAL OBJECT OF THE PROGRAMME EDUCATION OF ROMA CHILDREN - QUALITATIVE AND QUANTITATIVE DATA 2010-2015

ABSTRACT: The Programme for the Education of Roma Children focuses on the realities of school integration, educational exclusion, school failure and the dropout rate of Roma children throughout its actions. With regard to the interventions in school units, planning involves nine actions related to the increased enrollment of Roma children and their continuation. This plan is closely related to the creation of conditions

which favour and reinforce the circumstances of integration and continued attendance of Roma children in school and secondly reassure the acceptance of these children by the entire educational community in order to avoid exclusion both at school and in society in general. The achievement of these goals was accomplished through Programme's nine actions. The Programme Education of Roma Children in Greece which is operated through the vehicle of intercultural approach rests on the following characteristics: a) to promote social cohesion and national unity, in order to reflect the cultural diversity in the context of rule of law that aims at integrating all citizens from which it draws its legitimacy; b) to instill in all students the principles of tolerance, intercultural dialogue, respect, elimination of racist and nationalistic perceptions, democratic socialization, by assuming their obligations and claiming their rights, stemming from the values of equality of law of citizenship, and c) to systematically teach a second language to students from a different national and cultural origin. Going through the analysis of the Actions, it remains undeniable that the support of Roma people as members of the Greek society is not only a political obligation, but also a doubtful social right. Finally, despite the theoretical foundation of the paper, the power point presentation is going to resemble the qualitative (nine actions) and quantitative data of the Program until today.

#032c EDUCATION OF ROMA CHILDREN: PRINCIPLES, SKILLS, DIFFICULTIES, BEST PRACTICES AND PROPOSALS

ABSTRACT: It is well-known that the role and usefulness of the coordinator of the Programme: "Education of Roma Children" is crucial and invaluable. The purpose of this paper is to present the role and the operating principles of the coordinator of the Programme: "Education of Roma Children". In addition, it describes the framework of skills, abilities and attitudes required in order for the coordinator to fulfill its mission. Furthermore, the general context, the holistic approach and cooperation between the program, school, local community and family through specific examples will be presented. At the same time, the problems, the best practices and the improvement proposals will be mentioned. Specifically, we present the evaluation of the Programme in Evia and Sterea Ellada, through stages. Additionally, we describe the key points that influenced the configuration mode design and planning of the project activities as well as the good practices and interventions that benefited all stakeholders. The stakeholders concern the educational process and the cadre of education (i.e., students, parents, teachers, headmasters and advisors, administration staff, members of academic community) and the local community, ensuring acceptance of Roma children by the members of the educational community and elimination of their social exclusion.

Planning involves activities from coordinator and mediator related to improvement of social integration of Roma children and their school enrollment and continuation.

#032d ROMA MEDIATORS AND THE PROCESS OF MEDIATION

ABSTRACT: Today, Roma in Greece is almost 3% of the Greek population, and as in Europe, the majority of them experiences social exclusion and marginalization. Up until now, there are voices raising the problem of the absence of the Roma population drawing attention to the design and implementation of actions that involve them. In recent years, though, many attempts are made as to their participation in programmes aiming at their social integration. An important contribution to that holds the Council of Europe for the training of several Roma as mediators, who are utilized by many organizations in order to achieve better results concerning governmental or non-governmental interventions. Moreover, the recent economic crisis in Greece significantly influenced the overall situation of Roma communities but also showed how important the involvement of Roma mediators is in order for the interventions implemented to have the success needed. A typical example of the importance of Roma mediators' involvement in Greece is the programme "Education of Roma children" implemented by the University of Athens. In this programme, the Roma people participate as mediators in all the "steps" and "stages" with their activity both in the field (i.e., Roma camps and communities) and in the upper levels (i.e., Planning, Moderation, Monitoring, Evaluation, Feedback) of the implementation of the whole programme. The important results of this programme in education of Roma children is the best demonstration of the importance of the participation of Roma mediators and their involvement in every action that concerns them, since it operates positively, not only because it leads to better and more substantial results in a short-term frame and with less resources, but also because it is linked to enforcement of the self-esteem of Roma themselves, which is a prerequisite from their part for better future conditions.

#033 INTERCULTURAL EDUCATION: THE ANSWER TO THE PRESERVATION OF IDENTITY IN THE GLOBALIZED COMMUNITY

Presenter(s): Theodoros Vavitsas, Laskarina Eleftheriadou, Athina Sevi, Chrysafo Fili

Type PAPER - Theoretical contribution not based on your own empirical data

Keywords: globalization, identity, intercultural education, civilization, culture

ABSTRACT:The present paper provides valuable insight into the key-role of intercultural education as the medium of recognizing, respecting and preserving the individual's identity in a multicultural world that tends to assimilate and annihilate people's unique and distinct nature. The writers thoroughly deal with the current state of globalization and its dimensions as a result of economic reasons having further repercussions on social and cultural life. In an attempt to clarify the term civilization, its obvious relation to human nature is revealed as the notion of culture is defined. The paper ends in a dialogue with a view to producing satisfactory answers to main issues regarding globalization, multiculturalism and intercultural education.

#034 CONSEQUENCES OF LOW STUDENT SATISFACTION FROM SCHOOLING

Presenter(s): Fotios Petropoulos, Angeliki Anagnostopoulou

Type PAPER - Mixture

Keywords: school satisfaction, student school displeasure

ABSTRACT:Identity development is influenced by many factors and many influences. Experiences play a role in whether or not we perceive things in a positive or negative way, and by extension whether we are optimistic or pessimistic about life. In recent years, there is increasing evidence that student satisfaction originating from school elicits direct emotional reactions such as pleasure, fun as well as a sense of well-being stemming from school life. In contrast, students' dislike of school reflects their displeasure as well as dissatisfaction of the school environment, the interpersonal relations among students themselves (or among students and teachers), the school subjects, the social school life as well as the education system in general. The behavior of students who display displeasure and indifference toward school is depicted in their unsuccessful attempt to partake in the school curriculum, in the lack as well as the disruption of school attendance patterns, in the development of feelings of distrust toward school as well as in the low levels of academic motivation and interest. Signs of fatigue, a feeling of stress deriving from schoolwork, destructiveness trends, behavior problematic instances, unjustified school absence, systematic abstinence from schoolwork as well as high dropout rates appear to be frequent phenomena of characteristic student attitude toward school. In this paper, we look at student satisfaction as well as disaffected behaviors of children in schools and present the findings of a study conducted in Greece regarding the low school satisfaction and its consequences on school life as well as on student progress. It is our hope that this will

foster discussion and contribute to both the discourse and the praxis efforts dealing with the subject.

#035 CONFIGURATION OF SOCIAL AND CULTURAL IDENTITY OF ADOLESCENCE THROUGH THEIR GARMENTS AND FASHION

Presenter(s): Zoi Arvanitidou

Type VIRTUAL PRESENTATION - Theoretical contribution not based on your own empirical data

Keywords: Teenagers, fashion, identity, culture

ABSTRACT: Dressing is a key element of the material culture and is used by teenagers to negotiate or maintain their social and individual identity. The consumption of fashion garments, especially from teenagers, is an important factor of the projection of this identity as teenagers want to present through their garments their ideologies and their messages. Teenage girls try through blogs to express their identity. The garment is used as a means of language allowing for communication between them. The way they dress most of the time leads to their social inclusion or exclusion especially visible in their school environment. Dressing is a form of expression for teenagers in the sense that it makes them feel part of a team, a "gang" etc. It also expresses their sexual identity. They view the garment as a means of identification with their peers through which they exert pressure on the consumerist behavior of other teenagers.

#036 STUDENTS EXPERIENCE OF ICT IN HIGHER EDUCATION

Presenter(s): Olga Tzafea, Nikolaos Kyrgios

Type PAPER - Mixture

Keywords: ICT literacy, social inequalities, digital divide, e-learning readiness

ABSTRACT: ICT in higher education is a basic development resource that is being used to promote change in education. However, concerns are frequently raised about diversity amongst learners and inequalities in the access to and use of ICT. This paper reviews the student experience of e-learning in higher education in order to identify areas worthy of future investigation. The study is based on a research carried out at the University of Ioannina. A number of undergraduate students answered questions about their perceptions of e-learning given that it plays a big role in their social and economic

integration and participation in academic life as well as their preparation for the professional life of working class, immigrants and Ethnic Minorities. This review highlights that these inequalities arising from one's social class as well as the discrimination of one's ethnic origin and language etc. do not always diminish over time while attempts at bridging the digital divide have often resulted in widening it. The review concludes that future research should investigate the relationship between socioeconomic and cultural background and the way students understand how students' understanding of the teaching and learning process impacts their study strategies and perceptions of online learning.

#037 IDENTITY CONSTRUCTION IN HIGHER EDUCATION AND SOCIOECONOMIC BACKGROUND

Presenter(s): Olga Tzafea, Eleni Sianou-Kyrgiou

Type PAPER – Analysis of your own empirical data

Keywords: higher education, identity, inequalities, social class

ABSTRACT: In recent decades, social inequalities in higher education have gained too much ground of academic interest because of the mass participation in it. Moreover, higher education researchers have much to say about the reconstruction of the identity that comes as a result of the moving into a new life-sphere and the new way of acting. University education endeavors to support the development of personal and professional identity in an equal way. The study focuses on how socioeconomic background enables one to differentiate identity construction. It examines students' perceptions about university as part of life and identity construction. The research data are based on questionnaires responded by 400 undergraduates students from the university of Ioannina who come from diverse social backgrounds. They answered questions about personal and professional identity, as well as questions related to social relations and their construction: personal growth, professional and academic identity. The results of the qualitative analysis indicate that there are differences in identity construction among students from high and low socioeconomic background. Following Bourdieu's theory, the article argues that family identity accompanies the way students think and learn. Students from lower socioeconomic backgrounds are liable to face less positive and supportive interaction with the academic environment even though they have the same academic experiences. This review highlights the importance of universities to provide students with opportunities to develop themselves in diverse learning environments where career issues and future plans are regarded as an integral part of studies and that holistically support students in their identity construction.

#038 IDENTITY ISSUES TOWARDS MUSLIM MINORITY EDUCATION IN WESTERN THRACE GREECE

Presenter(s): Rafailia Maria Tsiligkiridou

Type PAPER -Mixture

Keywords: identity, Muslim minority, Western Greece

ABSTRACT: This paper is concerned with issues of identity and the impact on minority students' education in Western Thrace, in Greece. The main objective is to discuss the results of a small-scale research conducted in 2014 regarding primary minority education in Western Thrace. The antagonistic Greek-Turkish relationship, following the end of the Greek-Turkish war (1919-1922), exposed the Muslim minority which remained in Western Thrace to discriminatory policies. The Turkish identity, which is the identity of the major part of the Muslim minority, has been perceived as a hostile identity among the majority of Greek teachers. The study explores the extent to which the political background still influences minority education as well as the manner with which both minority and majority members perceive the role of identities within the educational system of Western Thrace. For the purposes of this research, a case study of a minority primary school was conducted. Both minority and majority teachers of this school were interviewed in order to investigate their own perceptions concerning minority education. On the one hand, the main findings revealed that the majority of teachers still have hidden superstitions and negative beliefs towards families of Turkish origin. On the other hand, minority members express a concern considering their own identity. According to them the monolingual, ethnocentric curriculum of mainstream education offers more opportunities for academic achievement and social mobility. However, they prefer minority education, especially for primary school level in order to safeguard their own identity, even though they recognize that minority education promotes segregation and hinders intercultural dialogue.

#039 A FOLLOW-UP REPORT FROM A 3-YEAR PROJECT TO PROVIDE PSYCHOLOGICAL & COUNSELLING SUPPORT TO ROMA STUDENTS AND THEIR FAMILIES

Presenter(s): Ioannis Dimakos, Artemisia Papakonstantinou

Type PAPER – Reflection on Practice

Keywords: Roma children, psychological support, counselling, schooling

ABSTRACT: The purpose of the proposed paper is to report on a 3-year project, co-funded by the European Union, for the integration of Roma groups into Greek society. More specifically, the focus of the paper will be on Action 5 of the project, (i.e., the provision of psychological and counselling services to Roma students in schools). In order to achieve the goals of Action 5, the project employed psychologists, social workers and special educators whose task was to visit schools with high levels of Roma student enrollment and to work with these students on a regular basis. The theoretical foundations of the Action's work can be found in the work of Hatzichristou (2008) and the application of a program for the social and emotional education of children. The Action's psychologists and other support personnel provided individual and group counselling opportunities and led various activities in order to enhance the self-image and self-efficacy of Roma students. A second goal of the project was to increase the number of Roma children enrolled in schools and to reduce the very high levels of school drop-out observed in Roma communities. Given the fact that it is difficult to separate work done in schools and work in the families, the same psychologists also visited Roma families and their homes in order to provide a more complete psychological support framework for the entire family. During the project's run, the Action team observed increased levels of Roma student satisfaction with the Action's activities as well as increased numbers of Roma students registered to attend schools. Moreover, the institution of summer programs aimed at Roma families (parents and students) also helped in reaching the project's and the Action's goals. Suggestions for the provision of social services for the integration of students and parents are further considered.

#040 A COMPARISON OF CULTURAL DIVERSITY IN CANADA AND GREECE

Presenter(s): Ioannis Karras

Type PAPER – Theoretical contribution not based on your own empirical data
VIRTUAL PRESENTATION

Keywords: multiculturalism, diversity, Canada, Greece

ABSTRACT: This paper explores and compares two countries –Greece and Canada- in terms of the main features of their cultural diversity and discusses the kind of policy responses these countries have towards their cultural diversity. More specifically, an analysis on the ways in which these policy responses might benefit or restrict work opportunities and practices for the disadvantaged groups at the workplace in these countries is presented. Moreover, this paper addresses the distinct and contrasting

approaches that Greece and Canada take towards diversity and multiculturalism. It draws on literature to analyze the Canadian and Greek diversity through different interpretations of multiculturalism, viz. a sociological fact, as an ideology, as policy, and as a process. Finally, the paper goes on to explore the underlying approaches to the management of diversity in the two aforementioned countries and points out their limitations and contradictions.

#041 THE E-REFLECT PROJECT: EMPOWERING PUPILS TO BECOME CHANGE AGENTS

Presenter(s): Sarantis Chelmiss, Maria Latzaki, Conole Gianne, Vrasidas Charalambos

Type PAPER – Reflection on Practice

Keywords: reflection approach, teacher education, e-learning, active citizenship

ABSTRACT:In times of national, European and world crises on environmental, financial, societal and political levels, the e-Reflect project brings together teachers from all over Europe to collaborate and jointly design educational interventions focusing on empowering school children to fully participate in society change initiatives. The e-Reflect project is an Erasmus+ project, which embraces the European Commission's invitation towards Member States to push forward educational reforms in adult learning. Through the agency of schools, Higher Education institutions (Bath Spa University-UK, Turku University-Finland, Aegean University-Greece), and European NGOs (Centre for the Advancement of Research and Development in Educational Technology - Cyprus) , the e-Reflect project seeks to develop and implement a high quality continuing professional development e-course, fusing design thinking and multi-literacies to stimulate active citizenship education for teachers and professionals working with children. The e-course focuses on introducing school educators to a rich technological environment for the implementation of the Reflect Approach in contemporary school settings, stimulating a structured, democratic and participative learning process, which draws upon the need for reflect and action for social change. Preliminary data of the e-course evaluation are presented.

#042 THE DEVELOPMENT OF INTERCULTURAL SENSITIVITY IN TEACHING HISTORICAL AND RELIGIOUS ISSUES RELATED TO ANNIVERSARY CELEBRATIONS, USING DRAMATIC PLAY

Presenter(s): Maria Kefalaki, Demetrios Karageorge

Type PAPER – Analysis of your own empirical data

Keywords: intercultural sensitivity, dramatic play, ethnic & religious celebrations, intercultural teaching

ABSTRACT: The management of identity and diversity in the contemporary school is necessary to be accompanied by plans and practices that will help students to balance and dynamically redefine these issues with a view to social cohesion, development, collectivity and solidarity. In this research these concepts are studied and redefined within the framework of activities aimed at creating events, relating to ethnic and religious anniversaries in Greek primary school. The main purpose for this is the development of intercultural sensitivity. For this purpose a specially designed Dramatic Play program was implemented, which was the intervention program of the experimental design of the study. The program structure for each anniversary issue was based on the empathy development model, proposed by Bennett and follows six steps and an additional step which was added by the researcher. For the collection of the data quantitative and qualitative methods were utilized, which dealt with the measurement of the dependent variable that is intercultural competence of students, according to the functional definition of the study. Among the quantitative methods included in the Valuation Questionnaire Conscious of National and Inter-national bias, which was created for this study, and the test Interpretation of Ambiguous Situations, which is the modified test Ambiguous Situation Task. The intervention program was implemented throughout the school year 2014-2015. We will present the intervention program, the responsiveness of the students and the above two research tools designed.

#043 IDENTITY CONSTRUCTION IN GREEK COMMUNITY SCHOOLS IN LONDON: THE TEACHER'S ROLE

Presenter(s): Efstathia Pantazi

Type PAPER - Mixture

Keywords: hybrid identity, identity construction, community schools, teachers

ABSTRACT: This paper explores the complex reality of the Greek community in the U.K. and the hybrid nature of the students within this community. It also examines the contribution of the Greek supplementary community schools to the construction of the cultural identity of these students, and the role the Greek teachers play in this process. I have employed a qualitative approach within the tradition of critical ethnography,

using participant observation, and semi-structured interviews with the teachers, in which they are guided to reflect on particular experiences in the classroom rather than talking generally about their approach to teaching. The analysis has been conducted within a broadly discourse-analysis frame, but one employing aspects of narrative analysis and conversation analysis. Community school practices are placed in the theoretical framework of multicultural –intercultural education and Giroux’s concept of the classroom as a “forum” where students’ cultural identity is co-constructed with the assistance of the teacher. The potential of the teacher as culturally literate, sensitive and responsive agent is also stressed. The findings of the research indicate that the community schools provide a space in which the value of students’ cultures can be recognised – even celebrated, and ‘correct’ the omissions and distortions of the mainstream and give the students the opportunity to explore the Greek / Greek-Cypriot side of their cultural identity .

As to the approach of the Greek teachers to issues of culture and identity, the study shows that they develop practices which emphasize sensitivity concerning the complexity and dynamic nature of cultural identity. The teachers help students to negotiate their identities and draw on students’ cultural resources. They place an emphasis on the facilitation of communication, the aim being to build mutual understanding and respect.

#044 RECONSIDERING SELF: A TEACHER-RESEARCHER’S REFLECTION ON EXPERIENCES WITH TRANSNATIONAL YOUTH WITHIN THE FRAME OF AN EDUCATIONAL PROJECT

Presenter(s): Anastasia Karagianni, Vasiliki Brouskeli, Giorgos Mavrommatis, Efthymia Penderi

Type PAPER – Reflection on Practice

Keywords: unaccompanied minors, auto-ethnography, reflection, identity development

ABSTRACT: The present paper discusses a teacher-researcher’s narratives on an educational project, based on the socio-cultural animation philosophy, with unaccompanied asylum-seeking minors in a non-formal educational setting in Greece. These narratives are discussed within the context of an auto-ethnographic study, an approach that acknowledges and accommodates subjectivity, emotionality, and the

researcher's influence on the research, based on data drawn from the researcher's journal. A thematic analysis of this data led to the identification of recurrent themes following the student's reflection upon practice. The reciprocal and ongoing dialogue between local academics, teacher educators, social workers and the teacher-researcher, served as a platform for the formation and the reformation of the project. At the same time, this dialogue served as a basis for a holistic understanding of the context and the relationships constructed. During this dialogue, the mutual provision of both theoretical and empirical perspectives set the frame for deeper reflection on subject positions, social locations, interpretations and personal experiences. Implicit ethics and values were perceived and enquired into, whilst researcher's identity and boundaries were being questioned and even challenged. Hence, a gradual recognition of the value of different realities and knowledge arose, and a grasp of the context's inherently complex political, social and cultural impact came up. What is important to mention here is that not only a shifting of the adults' identities took place through a process of narrative construction, but the children were then also better supported in their attempts to construct identity, as a rapport with them was being built.

The paper emphasizes on the process of the negotiation of the participants' identities during the programme. In parallel, and in a broader perspective, the paper aims at pointing out the importance such process (critical reflection on identity development) might have for the people involved with transnational children in an effort to promote children's agency and well-being

#045 TRANSFORMATIONS OF IDENTITY IN THE DIGITAL ERA

Presenter(s): Kathy Louta

Type PAPER - Theoretical contribution not based on your own empirical data

Keywords: Identity, digital era, possible selves, contingency

ABSTRACT: The notion of identity, particularly the identity of adolescents, has transformed in the digital age radically. The rigid, uncontested identity, which was under the supervision of institutions, has transformed into the digital environment in a novel fluid identity, malleable, hybrid. It has transformed into an identity always under construction, in a process, in which the final outcome is contingent. The monolithic concept of the self is replaced by the multiple or "possible" selves, as digital media allow and encourage experimentation, taking multiple roles and initiatives, often risky, but without the unpleasant consequences. The blurring of boundaries between private and

public, the easy transition to anonymity, the disembodied communication, the ability to construct attractive and constantly new images of themselves and finally the participation in communities which are based on personal choices and which they can without hesitation leave anytime, make the stranglehold of traditional societies ineffective and undermine the dominant role of institutional organizations (school, church, state) in the construction of identity. The internet, Facebook and digital games now play a key role mainly in forming of teenagers' identity and put it on new base. These changes will seek to reflect this work.

#046 THE CONCEPT OF DIVERSITY IN HEALTH EDUCATION PROGRAMMES

Presenter(s): Artemisia Papakonstantinou

Type PAPER - Mixture

Keywords: diversity, health education, school-based programmes

ABSTRACT: Health Education is the process which is based on scientific principles and which uses scheduled learning opportunities in order to enable a person to act consciously and to improve their physical and mental health. In the world of education, Health Education aims to make people develop skills in order for them to adopt positive attitudes and behaviours. It contributes to the field of primary prevention, it is related to a person's lifestyle and life choices and it can be implemented from pre-school age. The concept of diversity is found in the center of the topics covered in the field of education and it includes the concepts of comprehending, accepting and protecting people's identity. In primary and secondary education, diversity can be approached through Health Education programmes, which are a part of school curricula and syllabuses. The general aim of these programmes is to recognise the psycho-social factors which shape people's behaviour when faced with the 'diverse', while this can be further analysed in subsections regarding a person's emotional and psycho-motor development, interpersonal relationships, active citizens' education, human rights, the quality of life and the human-environmental relationship. The methodology of these programmes is based on the principles of experiential education as well as on students' active participation and personal experiences. These programmes last up to 6 months and can be implemented by classes in every school unit, while collaboration efforts with other school units or classes are reinforced and collaboration in school networks is also promoted. Health Education departments mainly assume to support educators for the implementation of such programmes, as

well as to train educators by organizing seminars and workshops. This work is also reinforced by governmental and local bodies.

#047 DEVELOPING AN INTERNATIONAL IDENTITY THROUGH INTERCULTURAL ENCOUNTERS

Presenter(s): Ulla Lundgren

Type PAPER - Mixture

Keywords: teacher education, student teachers, international, multicultural, identity

ABSTRACT: This presentation focuses on a module in teacher education which brought together student teachers of different nationalities, with different traditions of education, with the purpose of equipping them to teach in multicultural and internationalised societies. This was articulated in the aims for the module as developing the 'knowledge, skills and attitudes which are required to engage actively with people from other ethnic, cultural, religious and linguistic backgrounds'. The module was taught three times and data in the form of individual reflections from the student teachers are drawn from all three occasions. Teaching strategies included group discussions, oral and written group assignments and interactive practical exercises, and the students often worked in groups of three representing different nationalities preset by the instructor. The analysis focuses on the effects of collaboration and group dynamics, on questions of identification and critical reflection in relationship to that part of the theory of intercultural citizenship which postulates that learners engaged in international groups will develop new insights and identifications, that this kind of experience leads to critical cultural awareness and re-assessment of assumed normalities. Linking to theories of 'contact hypothesis' the analysis addresses the students' development of: an awareness of their own stereotypes, a sense of international identification, an 'international' way of thinking and acting, an ability to apply the new way to 'knowledge' to 'self' and to 'the world'

#048 IDENTITIES AS REPRESENTED IN CICE PAPERS 1999-2012

Presenter(s): Despina Karakatsani, Ulla Lundgren

Type PAPER - Mixture

Keywords: identity, research and practice papers, CICE

ABSTRACT: Over the years, CiCe has established an extensive resource base including guidance booklets and conference papers. The texts can be found in a data-base of almost 800 research and practice-based papers. The aim of the presentation is to introduce two themed packs of this valuable material organised from the point of view of identity related to educational levels ranging from early childhood to higher education. These packs are the results of two working groups in 2012-2014. The objective is to improve access to CiCe publications by providing a more user-friendly resource. One of four subthemes of the first reader, named Language and Citizenship, is Language and Identity. The second reader is focusing entirely on Identities. This presentation will give a short overview of how these readers are organized and then concentrate on the analysis of identity and its different meanings, identity beyond the national, European, transnational, multicultural and intercultural identities, thus leaving other facets of identity for the audience to read in written forms. Identity is a much questioned concept and very few of the researched papers take a critical stance. Two contradictory overarching perspectives on identity can be pointed out: an essentialist view focusing on separate single and distinguished categories such as nationality, class, gender etcetera. As opposed to this, identity can be understood from a post-modern perspective as multiple and elective. Identity is not a single one but fluid, shifting and multi-dimensional. Social constructionists talk about an individual's multiple identities which are socially determined, contextual and discursive. Most of CiCe papers investigated represent the first perspective and only a few recognize multiple identities.

#049 CHALLENGING DIVERSITY FROM THE PERSPECTIVE OF EDUCATIONAL MANAGEMENT AND MULTICULTURAL EDUCATION

Presenter(s): Paraskevi Chatzipanagiotou, Georgios Nikolaou

Type PAPER – Theoretical contribution not based on your own empirical data

Keywords: diversity, identity, educational management, multicultural education

ABSTRACT: Globalization allows persons to enrich themselves, to learn from each other, and an often forgotten element, to live together more easily: exchange creates tolerances, it pacifies relationships between people, and it's the condition of cosmopolitanism. Modern societies are interconnected globally and their cultures are intervened whereby processes of globalization and identity clash with each other. The survival of local cultural identity and language has been brought into question globally.

Request for the protection of independency of culture is more pronounced in response to the lower representation of culture, language, religion. The survival of the cultural integrity due to the influx of foreign cultural products is most pronounced in developing countries. Moreover the kind of ethnic and religious diversity challenges faced by different European societies varies, that is why they need to be understood not only in their national or European framework but in the wider context of social and economic globalization.

At a time of global financial and European economic crisis, EU citizens feel insecure and often perceive diversity as one of the main issues that threatens their ways of life. There is a sense of powerlessness and of things being 'out of control' – national governments being unable to tame the flow of immigration, to govern religious and ethnic diversity and integrate disadvantaged groups. The challenges of social integration and the question of diversity are actually inter-dependent. What are the principles on the basis of which democracies should organize their educational system? What can European societies learn from one another? What can they learn from examples of good diversity governance? This proposal tries to answer these questions based on the fields of Educational Management and Multicultural Education.

#050 STUDENTS' ATTITUDES CHANGE IN THE PROCESS OF A NEW CULTURE EXPERIENCE

(s): Sandra Rone, Māra Vidnere

Type PAPER - Mixture

Keywords: student's attitudes, mobility, education

ABSTRACT: In order to investigate student's social dispositions and attitudes, we used the original Thurstone (1928) method, which helped to analyze and grade social trends accordingly to a stated value scale. These scales show those social values, which influence students' internal behavior by regulating function at work, communication, reference, recreation. This method allowed us to gather information about the stated value and detected attitude towards important social values and ethical norms. In this investigation, we only followed the principles of the L.L. Thurstone method, while all other aspects of the research were conducted without assistance (1927a). During the process, we noted that the values are understandable and real, and that they reflect the students' perception and experience. **WORKING TARGET:** to analyze today's student attitude as a specialization process improvement condition. **MATERIALS AND**

METHODS. The L.L. Thurstone's student's attitude's investigation modify method is employed, which covers 8 bearing appointments. 324 students from Jelgavas Latvian and Russian schools were selected. **RESULTS.** Nowadays the base of human education are the ideals of humanism: humans are unique, unrepeatable, and important. The nucleus of humans is freedom, independence and responsibility. The purpose of education is to conform to the ideals of a democratic society, and to try to secure conditions for the development of abilities and possibilities. We understand human education as a self- realization and activation solidarity to improve oneself. **CONCLUSION.** Education and social development is connected and conventional process. There are more facilities for self-realization in democratic country. It is possible by self-education as a breeding base. Analyzing results there were discovered different attitudes in Latvian and Russian schools. Education as a priority in countries development is moved forward in time, revealing personalities value and attitude social importance.

#051 ONE FOR ALL AND ALL FOR ONE

Presenter(s): Marina Stamatopoulou

Type PAPER – Reflection on Practice

Keywords:

ABSTRACT: In our daily life we associate with many different people, we in return justify and evaluate their behavior. The way in which we understand the causes of behavior depends on various factors: the general conditions, roles, prejudices, our expectations etc. Freud argues that 'literature is useful in the mental balance of man, because it acts as a substitute for satisfaction.' People support the progress and development, peace and happiness of young people. Therefore, we argue that through proper and thorough training of children we are in a position to pass on values and attitudes to ensure their national status and consciousness but also their European, intercultural consciousness. In my work I have found that my students love the tales I chose to help them to learn about the European Union, the authorities and institutions, in the most simple and pleasant way. They discover and creatively work cooperatively in groups. Every creative man hides unbridled imagination and a lot of great people have been affected by the fairy tales of their childhood. The well-known phrase 'once upon a time ...' exerts a magic power and meaning for the child. It transfers the wings of

imagination to knowledge of the world! It helps develop a universal consciousness. The purpose of this paper is to use fairytales to motivate students to learn and not only Greek culture but that of Europeans. We will compare them and discover similarities and differences between European cultures. What unites us is more and more important than what divides us, thus strengthening the sense of European citizenship, which shows respect and tolerance towards other European cultures and peoples. We live together in a large family which affects each other, helping each other and interact. This awareness will help to nurture a global consciousness that are called to serve the citizens of tomorrow.

#052 THE ETHICS OF DIALOGUE – HABERMAS AND INTERCULTURALISM

Presenter(s): Marina Stamatopoulou

Type PAPER - Mixture

Keywords: Ethics, dialogue, Habermas, interculturalism

ABSTRACT: Today, the massive movement of people worldwide, affecting the demographic composition of the 'host countries' of migrants and constitutes an important factor shaping the multicultural character of their societies. The main challenge that multicultural societies are now required to face mainly consists of the organization of relations between locals and foreigners in such a way that their meeting does not lead to conflict, but the creative interaction of cultures. This involves the principles of acceptance and respect towards the other -hetero. Here comes philosopher Habermas, as a supporter of the metaphysical universalism. It is a philosophical aspect about law and ethics that has as its starting point the ABSTRACT: and an autonomous ego, but this is the communication ego. According to Habermas, human language is a potential carrier of rationality, means that it is characterized by the possibility of rational understanding on matters related to the physical and social space and culture. Language is not a neutral positivist system of symbols or a simple body of news and information between the transmitter and receiver, but is intertwined with the memory that connects the past with the future and is a means of understanding the human species to its historical course and development. From the perspective of "Ethics of Dialogue," education develops individual abilities to participate in dialogue processes, which frame rationally and social relations. Within this inter-subjective communication the right to confrontation and contestation through the public presentation of arguments is given. It is worth noting that this educational dimension becomes especially dynamic condition of multiculturalism. After all, the aim of intercultural

education is the approach of the "other culture" with critical attitude in everything established and consolidated. Habermas is deeply influenced by the "linguistic turn" in philosophy and social theory and hopes in the prevalence of universal knowledge and morality.

#053 EUROPEAN POLICIES FOR FOREIGN LANGUAGES

Presenter(s): Iakovos Tsiplakides, Eleni Sianou-Kyrgiou

Type VIRTUAL PRESENTATION - Theoretical contribution not based on your own empirical data

Keywords: European Union, foreign languages policy

ABSTRACT: European Union (EU) policies actively promote knowledge of foreign languages stressing the value of linguistic diversity in the EU. In this framework, multilingualism is seen as an important asset for social cohesion and mobility within the EU. Official documents, such as the "Barcelona objective", which was agreed in 2002 by the EU's heads of state and governments, state that the goal is to enable citizens to communicate in two languages other than their mother tongue. According to the official rhetoric, European citizens, and especially young people, need to know foreign languages to communicate easily, to participate in the European Union as active citizens and in order to overcome cultural prejudices and stereotypes, since languages can build bridges between people. Knowledge of foreign languages is considered to contribute to understanding, tolerance and, thus, is an integral part of the European Union.

Considering the above, in this paper we first present the official EU policies as regards knowledge of foreign languages, based on official documents and decisions. We then present and analyse the theoretical and political underpinnings of these policies. Finally, the concrete measures that have been taken so far in order to achieve the aim of multilingualism are presented and discussed.

#054 STUDENTS' PARTICIPATION IN LOCAL SOCIETY'S ACTIVATION – CITIZENSHIP EDUCATION IN THE FIELDWORK

Presenter(s): Elżbieta Wołodźko

Type PAPER – Analysis of your own empirical data

Keywords: student participation, citizenship education, fieldwork, community

ABSTRACT: Citizenship education demands students' participation in different practices to build their cultural awareness, social responsibility and readiness for engagement in activity for social change. Such type of participation can be achieved during a process of action learning or action research – educational and investigative strategy through which students produce and apply reflective and practical knowledge (Park, 2011). Students' engagement in educational and social projects (action research) then plays a significant role in acquiring both civic competences as well as competences concerning scientific activity in the fieldwork (Babie, 2009). The third aspect of such a participation is local society members' activation in common activities carried out in order to integrate the society and to overcome local inequalities. The article presents narrative data gathered through open interviews with students who told their stories about education they experienced through participation in the (action research) project realized in a small village near Olsztyn. The data reveal the developmental process of shaping students' identity as members of community of learning and practice (Lave, Wenger, 1991).

#055 EDUCATION AND THE PARADIGM OF TOLERANCE

Presenter(s): Sandra Chistolini

Type PAPER - Theoretical contribution not based on your own empirical data

Keywords: Tolerance, coexistence, culture of peace, education

ABSTRACT: Living alongside one another in a spirit of acceptance evokes the concept of tolerance that, from Erasmus da Rotterdam to Voltaire to Primo Mazzolari, calls upon us to understand that the only possible choice for mankind, from time immemorial, has been to educate towards coexistence within milieus that increasingly differ by culture, customs, ways of thinking and behaviours. Beliefs and concepts sometimes refer to values that may also be quite remote from and unlike ours and, as a result, our capacity to find points of contact with other persons becomes the condition, not only for survival, but for growth itself as a human person. To know how to interpret and yet keep one's own points of reference is a constant challenge to our intelligence guided by the will to do good. The concept of free will is based precisely on the strength of the human will, driven to dedicate itself to whatever safeguards, or to turn away from the search for salvation. Freedom cannot exist if we replace it with new absolutisms and mental blocks that hinder the realisation of that growing humanisation plan, founded on responsibility and care. This paper broaches the subject of the relevance of education to tolerance: on one hand, a plan for detecting the limits within us and, on the other, the need for creating a human community, with the purpose of

defining a common interest to live for and commit ourselves. So, it is a matter of choosing whether to live through another cold war or shift towards much more promising horizons of encounter and solidarity.

#056 UNIVERSITY COUNSELING FOCUSING TO IMPROVE THE STUDENTS' INTERCULTURAL SKILLS

Presenter(s): Georgios Nikolaou, Julia Spinthourakis

Type PAPER - Mixture

Keywords: interculturalism, professional orientation, intercultural skills, university tutorial

ABSTRACT: The rapid technological progress, particularly in the sectors of telecommunications and multimedia, created a new period of opportunities, so much in the level of coexistence as well as in the level of respect of diversity. The multicultural evolution of European societies dictates a new situation, where cultures and teams interact in the frame of a new postmodern situation. Consequently, modern Europe needs young citizens who know how to collect and develop useful information and knowledge, in order to learn how to live with other people. Education, however, and specifically the University, is called to give them all the new precious supplies in order to be ready to cope with the challenges of present and future. However, and despite the big importance that is attributed in the intercultural skills as professional qualification in the new international environment, it appears that this factor is not taken into consideration by the services of professional orientation in the Greek Universities. Accordingly, it is useful for them to be convinced and change the direction of academic services, which are charged with the duty of professional orientation of students. Only by following this way, they will also include the intercultural skills between the rest of qualifications, which compose the picture of modern, professional, European needs and conditions of growth and development.

#057 IDENTITY THROUGH INTERCULTURAL COMPETENCES IN EFL AND FFL

Presenter(s): Monica Oprescu, Cosmina Lungoci

Type PAPER – Analysis of your own empirical data

Keywords: Identity, intercultural competences, foreign language teaching

ABSTRACT: Identity as social construct has become of great importance nowadays due to the changes of our world, entering the language classroom through the development of intercultural competences. As Hall (1996) states, we live in a modern world in which individual identity is fragmented and dispersed, giving rise to new identities. The link identity – language has been profoundly analysed by Kramsch (1993), who observes that we are profoundly shaped by our language and connected to it by the culture of that specific language. Starting from this assumption we want to identify whether in English and French language classes these intercultural competences that focus on identity issues are developed. Therefore, we will analyse the syllabus and the textbooks used in upper secondary classes in order to identify topics and activities that lead to the development of intercultural competences. Because, as Byram (1997) observes, these aim at developing what we now call 21st century skills – communication, cooperation, intercultural awareness, active and lifelong learning.

#058 THE ROLE OF HISTORY AS SCHOOL SUBJECT IN DEVELOPING NATIONAL IDENTITY AND EUROPEAN IDENTITY

Presenter(s): Nicolae Hurduzeu

Type PAPER – Theoretical contribution not based on own empirical data

Keywords: history, European identity, national identity, civic behavior

ABSTRACT: History as a school subject can be seen as one of the most pertinent forms of collective identification, but also the link between European identity and national identity, both on a relational level and symbolical one. Teachers help students develop – form responsible civic behaviour by exercising social skills, forming a positive image about the self and the others, developing sensitivity towards the aesthetical values of the culture - a series of specific values, attitudes and behaviours civically responsible, as well as the development of the capacity of active integration in socio-cultural and professionally different groups. The elements considered to form the basis of community feeling among European citizens are mostly cultural and are to be found in domains such as history, religion, economy, which develop the community's feeling towards Europe. Therefore, we can state that European identity is mostly of civic nature/ instrumental, having as source the common origins and past of all Europeans

#059 YOUNG EUROPEANS AS ACTIVE CITIZENS – AN INTERNATIONAL PERSPECTIVE

Presenter(s): Beata Krzywosz-Rynkiewicz, Anna M. Zaleska, Kristi Kõiv,
Despina Karakatsani, Susana Gonçalves & Jose J. Costa

Type SYMPOSIUM – Analysis of your own empirical data

Keywords: young citizens profiles, Europeans, active citizens

ABSTRACT: During the symposium we will discuss the results of a comparative study (supported by CiCeA /Research Grant/2014) into young people's citizenship activity profiles. Six types of citizenship activities have been identified based on the Kennedy's concept (2006): passive, semi-active, politically, socially, personally engaged and change-oriented. 3794 students aged 11-14-18, girls (1955) and boys (1839) from cities (1735) and towns (2031), from 11 European countries were examined with Citizenship Behavior Questionnaire (Zalewska & Krzywosz-Rynkiewicz, 2011). Results show high level of passive, semi-active and personal type of citizenship, very limited engagement in politics and action for legal protesting in all countries. Quick cluster analysis revealed four profiles of young citizens: (1) Political Activists, (2) Apolitical Activists who demonstrate high levels of patriotism, readiness to vote and loyalty, willingness to invest in personal growth and readiness to participate in social activities and protests. They differ in terms of political engagement. Political Activists are interested in joining to political parties and standing for elections, while Apolitical Activists avoid political activity; (3) Alienated Politicians who do not have a sense of national identity, they are not interested in voting, personal growth or social activities and protests but are willing to become politically involved; (4) Alienated Individualists who are most focused on personal development, but are least incline to fulfill their civic duties (vote in elections and abide by the law) and participate in social and political life. Different proportion of the profiles were found in particular countries Political Activists (LV: 23%; ES:10%; PL: 16%; GR:23%; FI: 23%), Apolitical Activists (LV: 39%; ES: 13%; PL: 51%; GR: 56%; FI: 35%), Alienated Politicians (LV: 25; ES: 44; PL: 14; GR: 7; FI: 5%) and Alienated Individualists (LV:13%; ES: 32%; PL: 19%; GR: 13%; FI: 37%). Citizenship behaviors and profiles proportions will be discussed from chosen countries perspectives: Baltic (Estonia), Central-East European (Poland,), South European (Greece, Portugal). Finally, citizenship behaviors trends, their limitations and perspective for the future will be discussed.

#059a YOUNG PEOPLE CITIZENSHIP BEHAVIOURS –
INTRODUCTION

ABSTRACT: In this part the concept of citizenship as well as research toll will be presented. In the research we used 34-questions Citizenship Behavior Questionnaire with Cronbach Alpha for scales: passive (.80), semi-active (.67), social (.73), political (.72), personal (.63) and changed-oriented (.80) citizenship.

#059b YOUNG CITIZENS PROFILES IN BALTIC COUNTRIES – THE ESTONIAN PERSPECTIVE

ABSTRACT: Estonian youth had focus on two aspects of active citizenships (political and social) rather than semi-active citizenship as voting and an interest in public life.

#059c YOUNG CITIZENS PROFILES IN SOUTH EUROPEAN COUNTRIES – THE GREEK PERSPECTIVE

ABSTRACT: The Greek youth are focused on passive and social citizenship, less on action for change and personal growth. Results will be analyzed in relation to the historical and sociopolitical background, economic recession and compared to the societal and educational consequences.

#059d YOUNG CITIZENS PROFILES IN SOUTH EUROPEAN COUNTRIES – THE PORTUGUESE PERSPECTIVE

ABSTRACT: Results show high level of social engagement and low of readiness for personal growth. Results will be discussed in the light of the economic crisis in Portugal (salaries, unemployment) and the abstention rate in political elections.

#059e YOUNG CITIZENS PROFILES IN CENTRAL-EAST EUROPEAN COUNTRIES – THE POLISH PERSPECTIVE

ABSTRACT: Results show high level of social and low political behaviors. Young Poles are focused on personal growth. They are reluctant to rebel and likely to be involved in the affairs of community rather than the matters of the State.

#060 EDUCATING IN POST-DEMOCRACY: CHALLENGES FOR CITIZENSHIP IN THE NEW DARK AGES

Presenter(s): Maria Nikolakaki, University of the Peloponnese

Type PAPER – Theoretical contribution not based on your own empirical data

Keywords:

ABSTRACT: Eight hundred years after the monumental Magna Carta agreement in which citizenship rights were recognized, all signs ominously point in the opposite direction. Today governments from Canada to Australia, from the United States to New Zealand and others besides, a new paradigm of “citizenship” is being radically rearticulated especially under the guise of the omnipresent “terrorist threat” that has seriously eroded basic human rights. In short, as any reasonable analysis shows, we are now living in an age that can be accurately terms, “post-democratic”. By focusing my analysis on “citizenship” and the inherent rights in which this legal status consists, a status that is the foundation on which any democratic nation-state rests, I will show that legal protections have been seriously compromised. Without the legal protections of “citizenship” democracy turns into authoritarianism or worse. I will go on to identify and characterize how education (which has always been about educating the citizen of the future) too has been correspondingly compromised in lockstep with the erosion of legal protections of citizens. My paper thus raises the following questions: “What does it mean, under this new post-democratic condition to educate and to struggle for reclaiming basic human and citizen rights? What will it mean to educate children stripped of citizenship owing especially to the growing immigration crisis, continuous wars, and financial problems spawning from increased austerity measures? How can education be inclusive, when the law is increasingly purging citizens into the zone of “non-citizen”? And, how does this condition impact education and pedagogical activities within the space where public space is dramatically shrinking to the pressures of corporate privatizing trends?

#061 THE DESIGN and UTILITY OF A MULTICULTURAL CALENDAR IN PRIMARY SCHOOL

Presenter(s): Athanasios “Thane” Katsillis

Type POSTER

Keywords: cartoon art, calendar, identity, multicultural classroom

ABSTRACT: This original cartoon-inspired-poster presents a multicultural calendar framework that can be used by teachers in their classroom whether they have students from diverse backgrounds or not. In the latter instance it can be used to make children aware of the diversity that exists in the world they live in. Holiday traditions, special times of year, cultural or religious events—everyone has stories to share about important calendar events. A multicultural calendar enables the teacher to recognize the cultural heritage of all the students so that they can talk about the many traditions that each of one brings to their classroom, school and community. Using a medium student

friendly which recognizes important holidays and events can help create an atmosphere that shows respect and inclusion.

#062 HIGHER EDUCATION & CITIZENSHIP: AN APPROACH IN TIMES OF CRISIS

Presenter(s): Theodora Katsamori

Type POSTER – Theoretical contribution not based on your own empirical data

Keywords: higher education, citizenship, “active” citizenship

ABSTRACT: The main goal of this paper is to examine the role of civic and politic education, as part of a lifelong learning process, which has to constitute a part of the curriculum throughout all levels of education, even the university. In our era, which could be undoubtedly characterized as an era of great dispute of social and political institutions and economic and moral crisis as well, people and mainly the youth feel more insecure, and there is a high need of training and guidance. Thus, the role of citizenship education seems to be crucial and considering that citizenship has to be regarded as a competence that can and should be learned during the whole educational levels of a trainee, the university education cannot be exempted from that. The university, due to its structure and the special characteristics of its students, appears to have the power to play a special role in citizenship education first by cultivating in students the appropriate values, ethics and attitudes regarding citizenship and European identity and then by promoting civic engagement and participation according to the idea of democracy and the respect toward diversity (Commission of the European Communities). Even more, having in mind the difference between citizenship and “active” citizenship, the university has the jurisdiction to aim to both of them and mainly to create the appropriate conditions and encourage students to practice their knowledge about citizenship through their participation in social and voluntary actions.

#063 NEGOTIATING BICULTURAL IDENTITIES IN GREEK SOCIETY: THE CASE OF STUDENTS WITH AN IMMIGRANT BACKGROUND

Presenter(s): Lida Stergiou

Type PAPER – Analysis of own empirical data

Keywords: bicultural, monocultural, identity, university students, qualitative research

ABSTRACT: Bicultural conditions (i.e., conditions where subjects refer to two different cultures) raise crucial questions and problems concerning identity formation. In the case of Greece, these problems become more acute due to the dominant monocultural education and mentality. Even more, in the case of immigrants from Albania, which is a highly stigmatized group, the goal of a balanced bicultural identity is very difficult to achieve.

In order to examine the way bicultural identities are negotiated, the paper focuses on students with an immigrant background. More specifically, it focuses on the discourse of Greek university students originating mostly from Albania. Based on qualitative data obtained through narrative inquiry on Language Biographies, the paper gives emphasis on the students' target language investment as well as on their family's role in the expected development of multiple identities. The aim is to provide a deeper understanding of the struggle for self-determination in terms of national, cultural and linguistic identity under bicultural conditions.

#064 STUDENTS' VALUES IN TIMES OF GLOBALIZATION

Presenter(s): Laima Ruibyte

Type PAPER – Analysis of your own empirical data

Keywords: values, personal values, students, globalization

ABSTRACT: Since nowadays students experience earlier exposure to globalization and are already typical representatives of the modern generation, it is important to analyze their values in order to find out the extent to which and whether or not the newly changing existential space influence the nature and tendency of values. The purpose of this study was to clarify the existing personal values of students in different period of time (years 2006-2007 and 2015) and to identify changes in values system of young people in the context of the Y generation. A questionnaire by R. Ullrich and R. de Munich 'My recent values' (1998) were used in order to fulfill the research objective. In the period of 2006-2007, 422 students were interviewed while 226 students took part in the research held in 2015. The results show that the most important values for researched students are related to Self-realization and independence, Stimulation, Benevolence – caring and Security – personal and Achievement values. The least important are the values of being alone, peace, getting loose, power-resource and power-control. We found some slight differences in values after ten years from the first study. The differences in male and female values have been found.

#065 PERCEPTIONS AND ATTITUDES OF PRE-SERVICE TEACHERS ABOUT BULLYING

Presenter(s): Christina Ntokou

Type PAPER – Analysis of your own empirical data

Keywords: bullying, teacher education, attitudes, university students

ABSTRACT: Bullying is a phenomenon that has grown rapidly in recent years and directly or indirectly affect the whole school community. The teacher plays a key role in identifying and dealing with bullying, as being an important person in the life of the child, so he/she must be sufficiently prepared with knowledge and strategies to handle bullying episodes correctly or even prevent them. Since this preparation should take place primarily at the undergraduate teacher education level, it is necessary to examine what prospective teachers know about this phenomenon and how would they face such incidents. So this study aims to examine the attitudes and perceptions of undergraduate teachers about bullying and possible ways in which they would face the phenomenon. The research tools used were two questionnaires with a closed questions scale Likert, which were administered to third and fourth-year students of the Department of Primary Education in Patras. The participants had undergone practical/supervised training in schools and probably have come up against bullying. The first questionnaire was examining the views and perceptions of pre-service teachers about bullying and the second their reactions and attitudes in a potential bullying episode. The results showed that most students know the basic characteristics of bullying and can successfully deal with one bullying episode. Also, it has been found that factors such as gender, year of study, previous experience with school bullying as a perpetrator, victim and observer and participation in seminars about bullying and school counseling greatly influenced the answers of the respondents.

#066 IMMIGRATION, ETHNICITY AND HONG KONG'S UNACKNOWLEDGED MULTICULTURALISM

Presenter(s): Kerry Kennedy

Type PAPER - Mixture

Keywords: immigration, ethnicity, multiculturalism, Hong Kong

ABSTRACT: The fluidity of borders in a globalized age has meant that immigration has become a major issue for many societies. Considerable attention has been paid to

immigration flows in Europe, both legal and illegal, but recent activities in South East Asia concerning the plight of the Rohingya people have placed the spotlight on immigration in Asia. This paper will be concerned with immigration and identity issues as they affect Hong Kong, often referred to as 'Asia's international city' that is a special administrative region (SAR) of the People's Republic of China. Hong Kong is often referred to as an 'immigrant society' but more often than not this is a reference to the flow of Chinese migrants from Mainland China. Yet in this dominant Chinese society ethnic minorities are a growing in number but rarely recognized, marginalized in many cases and without rights and never accepted or designated as citizens. They may be domestic workers, family reunion members, industrial workers or refugees. Official policy discourses talk of integration, racism is a common experience and poverty is not uncommon among these groups. The purpose of this paper is to make a preliminary assessment of the implications of Hong Kong's diversity for the development of social identity amongst ethnic young people who grow up in a society dominated by Chinese cultural norms and in which there is significant pressure for integration, conformity and stability.

#067 LIQUID MODERNITY AND IDENTITY STRAIN: UNDERSTANDING THE NARRATIVES OF INCARCERATED LADS IN SCOTLAND

Presenter(s): Chris Holligan

Type PAPER – Analysis of your own empirical data

Keywords: identity, exclusion, crime, teenagers, alienation

ABSTRACT: This study is sympathetic to Zygmunt Bauman's notion of liquid modernity which can be used to help illuminate the strains experienced by teenage boys facing social exclusion and stigma in the contemporary world. The identity of these lads reflects their adaptation to adversity and it constitutes a presentation of a masculine selfhood. In line with liquid modernity we see a melting of the bonds which interlock individual choices into collective projects and actions. Their days are no longer 'given' or 'self-evident' which not only imposes strain on their identity, but causes a privatized burden of self-management falling upon the individual's shoulders. This qualitative research engaged with the life stories of 40 Scottish lads who had experienced multiple kinds of exclusion over their life trajectory to date. The interview based findings illustrate that strain theory affords a fruitful morally non-judgmental account of their situations which are colored by a version of the American Dream and anomie or

alienation. Their roles and identities it is argued are informed by their membership of offending networks in local communities and prison careers. The paper concludes that we are in danger of fostering a generation of 'spoiled identities' and that more policy interventions are required to address the hurt underlying the anger and sense of grievance associated with sections of our communities.

#068 FINNISH PUPILS' VIEWS ON THE PLACE OF RELIGION IN SCHOOL

Presenter(s): Salia Poulter, Arto Kallioniemi, Arniika Kuusisto

Type PAPER – Analysis of your own empirical data

Keywords: worldview, religion, diversity, pluralism, school, children, youth

ABSTRACT: This paper examines Finnish pupils' views on the place of religion in the public school. The religious landscape in Finnish society has changed significantly in recent years along the lines of many other Western societies. The role of institutionalized religion has diminished, increasing globalism has brought more diversity to worldviews, too, as well as the general growing interest in new religious movements and secularism. Thus, the traditionally strong position of Evangelical Lutheranism has also altered from the 'norm' into a more cultural, secular feature underlying the societal history and nationalism. In this changing situation, it is important to acquire up-to-date knowledge about how the younger generations of children and youth see the position of religion in the public education system, both as a formal part of the National Curriculum through Religious Education, and as a part of the more informal social interaction and the physical visibility of religious objects. The study utilizes a mixed methods design, combining quantitative and qualitative approaches. The quantitative data (N = 825) reported here was collected with a survey questionnaire, and it was answered by students representing the age groups 12-13 and 15-16 (grades 6 and 9) in the Finnish comprehensive school. The qualitative data was gathered using face-to-face interviews with pupils (N = 38) representing the same age groups. The presented results include findings from basic statistical analyses alongside of qualitative content analysis on the interview data. The findings illustrate that the pupils see some significance in religious issues raised in school, and that the variance in their estimations is partly explained by their gender, their age, and their place of residence. The extracts from the qualitative data support and deepen the picture provided by the quantitative data.

#069 RELIGIOUS ORGANIZATIONS' ROLE IN TIMES OF CRISIS

Presenter(s): Maria Helena Pratas

Type PAPER

Keywords: religious communities, human rights, faith, identity

ABSTRACT: Religious faith is often closely related to identity and wellbeing, even in times of crisis. Religious freedom is acknowledged and enshrined in the United Nations' Universal Declaration of Human Rights. The Council of Europe "White Paper on Intercultural Dialogue" (2008) recognizes that "part of the world's rich cultural heritage is a range of religious conceptions of the purpose of life. (...) Freedom of thought, conscience and religion is one of the foundations of democratic society" (Council of Europe, 2008: 22-24). Religious freedom violations are increasing all over the world (Pew Forum, 2014). Flagrant violations abound: religious freedom is often attacked in the name of other rights and values and religion continues to be used by some as a pretext for violence (Glendon, 2012). Research shows that religious minorities are proliferating around the world, due to many factors such as labor force movement, refugee flight, trade, education, etc. It also shows that religious freedom promotes peace by reducing inter-religious conflict (Farr, 2008). As in many other parts of the world, migrants turn to religious organizations in search of support. This also happens in Portugal with religious organizations who welcome migrants, irrespective of their cultural or religious affiliation (Vilaça, 2008). Religious communities have been playing a key role in integrating new immigrants: they help to resolve emotional and other problems, such as unemployment, housing, language courses, education, advocacy, social services, as well as to establish contacts with other persons and institutions and they contribute to their social integration (Pires, 2003). This is not a process of cultural assimilation, but of reciprocal exchanges (Portes, 2000; Putnam, 2007). Religious communities work as agents able to build bridges with dimensions that are beyond the range of action of any political force (Vilaça, 2008).

#070 TEACHING WITH ART ABOUT IDENTITY-DIVERSITY-GLOBALIZATION

Presenter(s): Suzanna Gonçalves

Type PAPER

Keywords: art, teaching, identity, diversity, globalization

ABSTRACT: The workshop is a hands-on-approach to the use of artistic means and expression in intercultural and global education. A brief introduction will explain the rationale and strategies behind art education and its connections to learning and subjects other than art. Examples from the facilitator's practice and also from the recent edited book (INTER)CULTURAL DIALOGUE THROUGH ARTS AND MEDIA (S. Gonçalves & S. Majhanovich, Sense, 2015) will be given. The workshop will include a range of practical exercises selected to illustrate an arty approach to teaching and learning issues of identity and diversity in a globalized epoch.

#071 CIVIC EDUCATION FOR SUSTAINABLE DEVELOPMENT IN THE VIEW OF THE UNESCO-DECADE 2005-2014

Presenter(s): Andreas Brunhold

Type PAPER

Keywords: civic education curricula, education for sustainable development

ABSTRACT: Since the 1990's, the principle of sustainable development has increasingly been adopted by policy makers and civil societies all over the world. With the acceptance of this principle, the significance of education for sustainable development (ESD) has also been recognised. Increased awareness of the problems of environmental challenges, globalisation and poverty has meant that the concepts of environmental education, global learning, and education in development policy have been consistently oriented towards sustainability. This leads to an increased awareness that globalisation processes must be shaped in accordance with the objectives of sustainable development, both nationally and internationally. By encouraging the idea of sustainability to take root in all areas of education systems, the World Decade of Education for Sustainable Development from 2005 to 2014 was intended to take significant steps towards greater educational sustainability. The curriculum of civic education for sustainable development and global learning should, therefore of course, very close-linked to global development and globalisation processes, which are bringing about major changes for all of us, both in our immediate and our extended environments, as well as in the different countries of the northern and in the southern hemisphere. Therefore the learning area of global development objectives is structured in an inter-disciplinary and cross-disciplinary manner. It carries the essential features of a domain: a delimited object area, a specific approach to the world, and the reference to a basic teaching

concept in the educational policy traditions of one-world or development-policy education and global learning. Because of that, the curricula of civic education for sustainable development and global learning are to be seen within the mandate of the United Nations educational policy.

#072 ETHNIC IDENTITY AND THE POLISH MIGRANTS IN ATHENS

Presenter(s): Monika Rerak-Zampou

Type PAPER – Analysis using your own empirical data

Keywords: ethnic identity, migration, cultural heritage

ABSTRACT: In modern Europe, it is necessary to examine various aspects of migration since it is becoming a more and more common choice for people who want to exercise their right of free movement within the EU. In the present paper, we focus on the ethnic identity which is considered central to the functioning of the members of minority groups. Yet, research on the topic is far from being complete. This paper looks at the identity of a group of Polish migrants in Athens in two qualitative researches: one undergone on the school and social integration of Polish pupils attending the Polish and Greek schools in Athens (2010) and one on the educational and migratory strategies of Polish families residing in the capitol of Greece (2015). In our research on Polish adolescents those young Poles who were attending Greek schools gave evidence of being involved in the new society while still retaining their ethnic heritage. The group of pupils from the Polish school exhibited an ethnic profile with strong ethnic identity. In the study on family strategies we have noticed that Poles often displayed the desire to keep their ethnic identity intact. One motivation for doing this was the feeling that Polishness had to be kept safe for when or if it was taken back to Poland. That is why a part of parents we spoke to were determined to educate their children in the Polish school - so that youngsters could slot back into the Polish school system when necessary. In both studies our respondents found various ways of keeping their Polishness. In the present paper we pay particular attention to the complexity of identity formation of Polish migrants living in Greece in the times of economic crisis.

#073 EDUCATIONAL CONTRACTS TOWARDS A COMPOSITION OF EDUCATIONAL DISCOURSE: ECONOMIC CO-ARTICULATIONS IN THE FORMATION OF EDUCATIONAL POLICY

Presenter(s): Evaggelia Kalerante

Type PAPER – Theoretical analysis not based on your own empirical data

Keywords: economic co-articulations, educational policy, education contacts

ABSTRACT: The present paper focuses on meaningful educational practices in order to elevate educational tools and evaluate these practices in terms of effectiveness in changing economic conditions. There is an analysis of educational dimensions of the corresponding discourse which is formed on the micro-level of educational institutes and on the macro-level of political organizations. The dialectical relationships between educational and economic verbal and nonverbal phenomena are of special importance in a period when economic co-articulations are tied to education and consequently to individuals who opt for the labor market. The educational discourse and the consequent educational discourse generate a new field of perceiving market operation and the individuals' position in the economic system. Skills, discipline and fulfillment through work acquire a different content regarding the creation of new meanings in the educational policy. Economic development is associated with work preferences, choices and objects towards the formulation of "representations" in the educational environment. Given the fluid political and economic conditions the immobilization of educational programs does not apparently correspond to economic competition. Therefore, the stability of the educational meaning is theoretically ineffective. The process of breaking up which is based on an educational policy of reversal along with disturbing the educational structures in order to compose an educational model full of perspectives to individuals and societies is illustrated in the present paper. The suggested educational policy is based on the unfolding of proposals taking into account the competitive field. As a result, the educational discourse corresponds, as an intervention, to different competitive fields. In this respect, the deconstruction of educational operations not corresponding to modern conditions is the one process. The other one is tied to the articulation of flexible re-adjusted analytical and meaningful types which are also rich in knowledge and content which are interconnected to "systems" of discourse defining the changing reality.

#074 ACCEPTANCE AND TOLERANCE VS. EXCLUSION IN INTERCULTURAL RELATIONS; TESTING THE LIBERAL MULTICULTURALISTS HYPOTHESIS

Presenter(s): Antal Orkeny

Type PAPER – Analysis of your own empirical data

Keywords: intercultural relations, liberal multiculturalists' hypothesis

ABSTRACT: In the presentation I make an attempt to test the liberal normative theory of multiculturalism by empirical means of cross national comparative sociology. The academic literature on multiculturalism as Will Kymlicka argues in his works is heavily normative, dominated by political philosophers who developed idealized theories of a distinctly liberal-democratic form of multicultural citizenship. According to the "liberal multiculturalism hypothesis" multicultural policies can be adopted without risking core liberal democratic values has been quite influential, shaping debates not just within the field of philosophy, but more widely in public life. Many sociologists, however, question whether multiculturalism in the real world can be empirically verified. While one position claims that multiculturalism can be harmonized to liberal democratic values, social justice, and value of freedom, equality, and fraternity, the opposite assumption is that multiculturalism undermines the stability of democracy, and the welfare state. While ethnic groups gain special power, and cultural dominance prevails, it causes prejudices and distrust, segregation, exclusion. The empirical test aims to investigate whether multiculturalism support or erode liberal democratic values. In the analytical part of the presentation, based on the ISSP National Identity Module comparative data from 1995, 2003, and 2013, we examine the relationships exist between multicultural attitudes and ideas of nationalism, different feelings of national pride, and the rate of migration in different countries around the world.

#075 AGING SOCIETIES: IS THERE A DIFFERENCE BETWEEN YOUNG AND OLD CITIZENS' RISK TAKING AND COMPETITIVE ATTITUDES IN EUROPE

Presenter(s): Márta Fülöp, Gábor Orosz, Márk Molnár

Type PAPER – Analysis of your own empirical data

Keywords: aging, risk taking, competitive attitudes, gender differences

ABSTRACT: The growing number of old aged European citizens, the growing life expectancy and the parallel low birth rate in Europe will require from old people to be able to cope with the uncertainties of the contemporary economies. Therefore, more and more have to be able to adapt or remain adaptive to an intensively competitive economic context and make decisions that are risky or are related to financial issues. The notion of successful aging also implies that old people stay active participants in the society and especially the highly educated ones are seen as a growing market for consumption.

This research is part of a bigger research project (OTKA K 104332). The goal of the present part of the research was to reveal age and gender related differences between

old and young citizens that may shed light on old people's ability to cope with competitive situations and to take decisions that imply risk in general or in financial terms. Altogether 152 (111 females and 51 males) young adults and 214 old adults (138 females and 75 males) participated in the research. Their mean age was 24 and 71 years, respectively. The great majority of the young adults were university students and the great majority of the old participants were university graduates, almost 5 percent of them with a PhD degree. The participants filled out the Multiple Competitive Attitude Scale (Orosz & Fülöp et al, 2015), the Risk Orientation Questionnaire (ROQ, Rohrman, 2002) and the Ten Dilemmas: Financial Risk Propensity Scale (Faragó et al, 2008). The results show great similarity in terms of competitiveness and financial risk taking between the two age groups and higher proneness to take risks in general and less cautiousness among the young. Women are more competition avoidant in both age groups.

#076 TEACHERS' CONSTRUCTION ON STUDENT DIVERSITY AND ITS ROLE IN EDUCATION FOR CITIZENSHIP

Presenter(s): János Gyóri, Krisztina Borsfay, Dóra Pálos

Type PAPER – Reflection on Practice / Analysis of your own empirical data

Keywords: teachers' diversity constructions, citizenship education, social/cultural 'sameness/diversity' dilemma

ABSTRACT: As a part of a research on Hungarian teachers' beliefs on multiculturalism and multicultural education, from a pool of 350 participants we chose 15 teachers, video recorded 3 consecutive lessons of each of them in their school, and finally we carried out video-record supported interviews with them on one of their lessons. These interviews were then content analyzed – how the teachers were thinking and talking about diversity issues and multicultural educational aspects of their lessons – and also we carried out a comparative analysis of the interviews and the video-recorded lessons themselves. In our presentation we introduce a part of our results which show how teachers experience a special dilemma of social/cultural 'diversity' and 'sameness' during their classroom communication. If they put a too big stress on their students' social/cultural diversities (and they put too big stress on how much their students are different compared to the other members of the class) then they feel they support rather social segregation not so much social integration. If they put a too small stress on their students' social/cultural diversity, then they feel they would rather support social homogeneity and not acknowledge the real social/cultural diversity of their students. While sensitizing their students to the role of a well-integrated citizen, teachers

themselves try to strike a balance in their classroom communication between emphasizing the social/cultural “sameness” and “diversity” of the students.

#077 UNDERSTANDING STUDENT DISENGAGEMENT FROM STUDENT ELECTIONS PROCESS: THE CASE OF GREECE

Presenter(s): Yiouli Papadiamantaki, George Fragoulis, Elena Soroliou

Type PAPER – Theoretical Contribution not based on your own data

Keywords: student engagement/participation, public mission, HE education, governance

ABSTRACT: In this presentation we will explore student engagement in public university governance, as expressed through participation in student elections in Greece in the period 1982-2012. To this effect, we compare and analyse two different modes of higher education governance with different provisions for student participation. Drawing from Bourdieu and Habermas, higher education is viewed as one of the fields that constitute the public sphere, intricately related to other fields, while Olsen’s typology is used to approach universities, as “internally organized democratic communities” or as “service enterprises”. Using data on participation rates in student elections in the period 1982-2012, we discuss the reasons that have gradually led a significant part of the student body to political apathy and disengagement from university life. The paper concludes that an analysis of the mode of governance of higher education does not provide a sufficient interpretation of student disengagement from politics, which can be explained only through a mapping of the power relations in the social and political fields and their refraction in the higher education field.

#078 IMMIGRANT IDENTITIES: IN DANGER OF BEING OUTSIDERS IN THEIR OWN CULTURE AND FAMILY

Presenter(s): Riitta Korhonen, Julia Spinthourakis

Type PAPER – Theoretical contribution not based on own empirical data

Keywords: Ethnic identity, immigrant children/families, culture, integration

ABSTRACT: The purpose of this presentation is to show how important and necessary in immigrant children’s education is for them to keep on and develop their own culture. Every child has rights for his/her own language, culture and own manners. This point

of view is important to all children in these same groups. Good contacts and friendship need understanding, respecting, values. Teachers in early childhood education, pre-primary and primary education are key persons to develop all children's self-confidence, emotional, social and ethical aspects. This presentation is theoretical and will show the importance of one's background in the practice of school and group education. The agreement of Children's rights, human rights and principles of culture and global education are in the focus. Curricula for education and teaching in different levels show the way for teachers.

#079 ECONOMIC CRISIS, VISUAL LITERACY AND CITIZENSHIP: SIX CARTOONISTS "TARGETING" THE ECONOMIC CRISIS

Presenter(s): Argyris Kyridis, Christos Zagkos, Lazaros Papoutzis, Iphigenia Vamvakidou

Type PAPER – Mixture

Keywords: visual literacy, identities, cultural studies, semiotics

ABSTRACT: In this research we focus on the economic crisis through its representations in cartoonists' visual material as it was exposed in the Municipal Gallery of Piraeus. Six cartoon artists exposed their work from the 28th of January to the 4th of February 2011, entitled "Η κρίση των 6" ["The crisis of the six"]. In cultural studies, we are interested in revealing the stereotypes and the construction of different meanings in order to de-construct the ideological and political denotations/connotations. In this material, we try to "read" the public visual discourse as it is reproduced by the six artists. The researching problem refers to visual literacy in relation to the notion and the practices of citizenship that seems to be reconstructed nowadays in the middle of the social-political and economic crisis. As semioticians already considered "images and symbols" can be used either in media discourse or in media education in order to promote cultural and intercultural knowledge on identities. The New London Group, a cohort of educators and researchers interested in examining the teaching of new literacies, noted literacy's' fundamental purpose is to ensure that all students benefit from learning in ways that allow them to participate fully in public, community, and economic life. The aim of this project is to teach post-modern citizenship in the context of modern capitalistic crisis using visual material such as post-modern graphic-designs and cartoons. This learning environment, based on the constructivist learning philosophy that evolved during the 1970s and 1980s, has its

foundations in cognitive learning psychology. Our post-modern visual society demands a level of communication that remains largely unaddressed in the classroom. If the goal of literacy education is to empower students with the tools to communicate and thrive successfully in society, shouldn't we consider the current literacy demands of visual literacy?

#080 HISTORIC ENVIRONMENT AND MUSEUM EDUCATION AS MEANS FOR DEVELOPMENT OF CITIZENSHIP IN MULTICULTURAL SCHOOL

Presenter(s): Despina Papageridou, Kostis Tsioumis, Argyris Kyridis,
Lina Eftimoglou

Type PAPER – Analysis of your own empirical data

Keywords: citizenship, historic environment, museum education

ABSTRACT: The development of historical awareness, the cultivation of historical skills, the understanding of the past and the concepts associated with it, the empathy and the awareness of the interdisciplinary nature of historical knowledge are essential for developing citizenship in a multicultural school. The purpose of this research is to explore the views and practices of kindergarten teachers for the political socialization of young children, particularly through the historic environment and museum education in a multicultural classroom. In this study we explored the views and educational practices of kindergarten teachers for political socialization of young children, particularly through the historic environment and consolidation through the museum. Through a semi-structured interview of 15 kindergarten teachers, we investigated: a) how to best optimize the local environment in order to consolidate citizenship, b) how to best optimize historical environment in order to consolidate citizenship, and c) how Museum Education contributes to the development of social and historical awareness. This research was conducted in the city of Kastoria, Greece.

#081 RE-REGULATING CITIZENSHIP

Presenter(s): Julia Spinthourakis, Georgia Gouga, Ioannis Kamarianos

Type PAPER - Theoretical contribution not based on own empirical data

Keywords: Welfare State, Regulation, Diversity, Information and Communications Technologies, Citizenship.

ABSTRACT: The notion of citizenship as a means of involving social subjects in the enjoyment of public goods as well as ensuring their participation in decision making processes constitutes a dynamic process which is historically redefined. In previous years, the deregulation of institutional processes that bear strategic importance in shaping the notion of citizenship resulted in reformulating the conceptualization of the term in multifaceted ways and with multifarious meanings (both dynamic and multi-dimensional in nature) in order to allow for the understanding and interpretation of the political in consonance with the economic and the social strand. The relevant discussion today is driven essentially by the fact that for decades it has been observed that a retreat of the welfare state has significantly affected the social subjects' involvement in the political strand of society. More specifically, the process of receiving public goods as well as the participation in decisions that shape the public sphere is no longer guaranteed through the role of the welfare state. The decline of the welfare state, the rupture of the micro-narrative, the transformation of welfare capitalism to a liberal capitalist conception of the market, the invalidation of security and most importantly the consciousness of risk in societies, signified and marked its transition to a deregulation status. This paper aims at understanding the quality of the stakes of redefining citizenship as a political arrangement. Specific objectives of the analysis is to understand the impact that the management of the introduction of new technologies as well as the institution of diversity practices will have on the regulation of education -an institution important enough to make sense of efficiency processes as well as efficacy as the final challenge of modern educational processes that will allow for the cohesion of the public sphere within the daily life of European democratic societies.

#082 SOCIAL ORGANIZATION AND DEMOCRACY

Presenter(s): Georgia Gouga & John Kamarianos

Type PAPER - Theoretical contribution not based on own empirical data

Keywords: Citizenship, Social Organization, Welfare State, Democracy

ABSTRACT: In recent years, the discussion regarding the notion of organization has been either considered as the main concern of Economics and those involved in Management and Business Administration, or (with respect to social sciences) it merely constitutes an academic debate between Weberian and meta-Weberian theorists. The purpose of this paper is to highlight the position that the discussion on the notion of organization is not merely a historical type of epistemological research cut off from the social reality, but one that concerns our daily lives and constitutes a conscious choice. In this endeavor, we will consider the importance of the field of democratic citizenship. It

is well-known that social reality is not characterized by purity. On the other, within the complexity of daily lives, the social analyst can identify those organizational reasons that highlight the important features of social partnership and action. The understanding of the linking limit between micro and macro analysis depends on the understanding of this reality. Finally, we believe that an understanding of organizational change can enable the analysis and interpretation of phenomena and the difficulties stemming from the current financial crisis to the extent that it gives meaning and redefines the retreat of the welfare state and the emergence of new forms of organization of the activities of social subjects. The final quality of citizenship and the stakes of democracy ultimately depend on this understanding.

#083 THE IMPACT OF SCHOOL EXCURSIONS IN COUNTRIES-MEMBERS OF THE E.U. ON THE FORMATION OF EUROPEAN IDENTITY

Presenter(s): Sousanna-Maria Nikolaou, Eleftheria Krommyda, Vikoria Barmpa, Napoleon Papageorgiou

Type PAPER – Analysis of your own empirical data

Keywords: European identity, school excursions, culture

ABSTRACT: The main purpose of this study is to examine the role of school excursions in member countries of the E.U. in the development of European Identity. More specifically, the research is focusing on the long-lasting school excursions that take place in the senior school year in Greece, having as destination one or more member countries of the E.U. These excursions, bring Greek students in contact with other European cultural, behavioral and social characteristics, leading to the assumption that this kind of interactions form and further develop European Identity. To investigate the main question of this research, a Focus Group was conducted with the participation of six graduates that have been in such excursions. The Focus Group is a qualitative method of social inquiry that can provide quality data produced by interaction and lead to an understanding of more complex and dialectical data. The conversation was based on three general questions that concerned the meaning of European Identity, the experiences acquired in the excursions and their assessment of the impact these excursions have had on the formation and development of European Identity. The results of the study, demonstrated that school excursions, in other member countries of the E.U., amplify the primary Greek national identity through comparisons and evaluations between cultural characteristics among Greece and the visited countries.

The European Identity is not formed only by the contact with the visited countries, but also via a complex combination of rejecting Greece's European profile while at the same time, Europe is perceived as a structure based on ancient Greek culture.

#082 UNITY AND RESPECT IN TIMES OF CRISIS: THE IMPORTANCE OF SOLIDARITY AND ALLIANCE

Presenter(s): Nektaria Palaiologou & Michele Kahn

Type PAPER - Theoretical contribution not based on own empirical data

Keywords: Unity, Inclusive Policies, Multicultural Societies, Solidarity

ABSTRACT: Issues of unity and respect have always been a core issue for all nations worldwide. Especially nowadays in times of global socioeconomic crisis, it seems that more than ever before it is important to follow international policies which at the same time take into consideration every nation's needs and particularities. These policies will have to set as priorities the matters of social stability and belongingness in a human rights direction.

This presentation aims at two dimensions. First, in a social perspective, to show the importance for modern societies to provide social inclusion policies that would respect the needs of different social groups – such as groups coming from low socioeconomic backgrounds or groups that suffer from social exclusion.

Second, in a national perspective, to highlight that the notions of unity and belongingness could be vital axes for the agendas of the international policies, in terms of shaping global common policies but within each nation's needs and realities.

Nowadays in modern multicultural societies more than ever before issues of belongingness at a society that respects each person's personal, cultural, social and national traits, issues of stability and solidarity at all continents are of ultimate importance in order to guarantee social and global stability at all nations.

