16th Conference of the Balkan Society for Pedagogy and Education

"The Image of the "Other"/the Neighbour
In the Educational Systems of the Balkan Countries"

Balkan Society for Pedagogy and Education (BASOPED)
In cooperation with:

Department of Educational and Social Policy of the University of Macedonia

Department of Balkan, Slavic & Oriental Studies of the University of Macedonia

Department of Theology of the Aristotle University of Thessaloniki

School of Philosophy and Education of the Aristotle University of Thessaloniki

Department of Elementary Education of the Aristotle University of Thessaloniki

Department of Sciences of Preschool Education of the Aristotle University of Thessaloniki

Department of Elementary Education of the University of Western Macedonia

Department of Nursery Education of the University of Western Macedonia

The Greek National Branch of BASOPED (GNB of BASOPED)

Hellenic Educational Society - Branch of Macedonia

On the year 1998, fifteen years ago, the Balkan Society for Pedagogy and Education (BASOPED) was one of the Co-organizers of the conference under the topic "The Image of the "Other"/ the Neighbour in the School Textbooks of the Balkan Countries" (held in Aristotle University of Thessaloniki, 16-18 October 1998). And now the 16th Conference of BASOPED is organized as a follow up initiative, which provides an opportunity for academics, researchers, school teachers and school professionals, policy makers et al. to examine and present the developments in the Balkan Educational Systems during the intermediate time (1998-2013).

Purpose of the Conference is to share and indicate the image or the profile of the Balkan "Other"/ Neighbour as they are presented in the school textbooks and school programs, in guidelines for teachers, electronic media and in everyday life in schools of the Balkan countries.

Participants present with papers or posters their research analysis of the context of one school textbook or series of similar books, school programs, as well as results of comparative studies (cross sectional or longitudinal) concerning issues of the educational policy (for example laws of education etc.) with many national, political, cultural and social implications and relationships with neighbour countries.

It is considered that, even today in the society of information, the school textbooks are the main informative resources in teaching and learning as well as the educational and political means that can affect students cognitive and emotional to regulate their behavior and relationships with the neighbour people of the Balkan countries by shaping attitudes and reproducing stereotypes, prejudices, enemy images etc.

Main topics of the Conference

School textbooks primarily of Language, History, Literature, Social and Political Education, Environmental Studies, Geography and Religions Education of the Balkan Countries are considered under the perspectives of:

- the national "self", the national "enemy", and the national identity
- the relation with foreign policy, inter-Balkan cooperation, EU policy, economic crisis, etc.
- teaching and learning in the classroom, in the extra-curricular activities and the national celebrations within schools
- the views of teachers or students on the books they use
- the Educational programs and teaching methods
- New Technologies: e-learning, social media etc.

Organizing Committee

Dimitrios Goudiras, *Professor, Department of Educational and Social Policy, University of Macedonia, Chairman of the Organizing Committee of the Conference.*

Dimitrios Mavroskoufis, *Professor, School of Philosophy and Education, Aristotle University of Thessaloniki.*

Dimitrios Charalampous, *Professor, Faculty of Education, Aristotle University of Thessaloniki.*

Sofronis Chatzisavidis, *Professor, Faculty of Education, Aristotle University of Thessaloniki.*

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Maria Rantzou, *Lecturer, Department of Theology, Aristotle University of Thessaloniki.*

Maria Anagnostopoulou, *School Counselor of Primary Education.*

Michael Georgiadis, *School Counselor of Secondary Education.*

Maria Sytziouki, *Fellow Researcher of University of Macedonia.*

Olga Kassoti, *Headteacher.*

Stefania Mertzimeki-Filipova, *Lecturer, Department of Balkan, Slavic & Oriental Studies, University of Macedonia.*

Conference Secretariat

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PROGRAM OF THE CONFERENCE

1rst Day: Thursday 26 September 2013
Venue: Aristotle University of Thessaloniki

16:00-17:00: Registration of participants
17.00-20.30: Ceremony Hall (Aula), Faculty of Philosophy
17:00-17:30: Plenary – Addresses
17:30-20.30: Plenary – Presentations of the national reports of the countries

Chair: Prof. V. Nikolescu, Prof. D. Goudiras, **Assist.** Prof. V. Mitropoulou
17:30. Greece: Bonidis, Kyriakos
17:50. Albania: Puto, Klementina
18:10. Bulgaria: Penkova, Rositsa & Stoimenova, Bistra
18:30. F.Y.R.O.M.: Angjeleska, Natasha

18:50 Coffee Break

19:10. Romania: Stan Emil & Herseni, Ioana
19:30. Serbia: Levkov, Ljiljana; Medic, Shezana & Stogianovic, Biljana
19:50. Slovenia: Stefanc, Damijan
20:10. Turkey: Sahin, Mehmet

20:30-23:00: Buffet - Dinner

2nd Day: Friday, 27 September 2013
Venue: University of Macedonia

09:00-11:00: Room A – Ceremony Hall (Aula). Oral Presentations - Discussions

Session 1: Text Books: School Textbooks of History

Chair: Prof. L. Damovska & Assoc. Prof. K. Dimitriadou
  1. **Albu, Gabriel**
     Aspects of the Life and History of Balkan Peoples as Captured in History Textbooks Currently Used in Romanian High Schools
  2. **Jovanovski, Dalibor & Damovsca, Lena**
     The Balkan Wars and their Influence upon the Image of "Other" in the History Textbooks in the Southeast European States
  3. **Goudiras, Dimitrios**
     Construing of 'Virtual' National Identities on the School Textbooks of History
  4. **Kontova, Maria**
     Research of the Image of the Turks and the Bulgarians in Hellenic

Modern and Contemporary History Schoolbooks during 1967-2007

5. **Papakosta, Konstantina**
The Albanians in Greek Textbooks of Modern History in Compulsory Education: Discursive Representations

6. **Stefoska, Irena & Stojanov, Darko**
The Threatening "Other": The Image(s) of the Neighbours in History Textbooks

7. **Stojanović, Biljana; Hebib, Emina & Spacenovic, Vera**
Significant Figures in History Textbooks for the Eighth Grade of Primary School in Serbia

Friday, 09:00-11:00. Room B. Oral Presentations - Discussions

Session 2: Intercultural Education

Chair: Prof. M. Sahin & Assoc. Prof. V. Papadopoulou

1. **Aydemir, Hamid**
The Analysis of Children Art Work (7-9 Ages): Konya- Houston

2. **Barakoska, Aneta & Kostov, Borce**
The Discipline Ethics and Religion, Possibility of Understanding One Another

3. **Boboc-Cojocaru, Alexandru**
The "Other within" in the Balkans – the Case of Pomaks

4. **Milić, Saša**
Development of Multiculturalism and Civic Consciousness in Montenegrin Educational System

5. **Sürücü, Abdullah**
Examination of the Parental Attitudes of the University Students in Albania and Turkey

6. **Trajkov, Ivan**
Social Distance between SlavoMacedonian and Albanian High School Students

Friday, 09:00-11:00. Room C. Oral Presentations - Discussions

Session 3: The "Self" and the "Others": The National "Self", the National "Enemy", and the National Identity

Chair: Assist. Prof. V. Spacenovic & Dr. M. Sytziouki

1. **Georgievska, Sofija & Tassevsca, Alma**
Ethnic Stereotypes and Emotional – Value Aspect of Self-image

2. **Gouridou, Eirini**
The Image of National Identity and the Image of «Other» in the Modern History Textbook of the Third Grade of the Secondary

Education

3. **Iurea, Corina**
Capacity of Self-improvement and Self-education of the Student in the Process of Academic Learning

4. **Kenig, Nikolina; Petroska-Beshka, Violeta & Spasovski, Ognen**
Construing External and Internal Enemies: Self Images and Images of the "Other" among Secondary School Students

5. **Kolitsi, Philothei & Vetsios, Eleftherios**
The Portrayal of the National "Self" and the National "Other" in Greek High School Textbooks of Literature

6. **Kostouda, Smaragdo & Vlahava, Evanthia**
The Construction of National Identity in two Fictions of Modern Literature: «Imaret» of J. Kalpouzos and «My Kriti» of S. Altinsaï

7. **Kouzinovska, Christina & Papazis, Philippos**
The National Identity in the Language Textbooks for Minorities in Primary Education in F.Y.R.O.M. and Greece

Friday, 09:00-11:00. Room D. Oral Presentations - Discussions

Session 4: Teaching and Learning: The Views of Teachers or Students on the Books they Use

Chair: Assist. Prof. I. Herseni & Lect. M. Rantzou

1. **Badea, Michaela & Presada, Diana**
A Pilot Study on the Image of "the Other" Reflected in Academic Teaching Materials

2. **Delceva- Dizdarevik, Jasmina & Stojanovska, Vera**
Declarative Goals or Real Practical Use?

3. **Kassoti, Olga & Kliapis, Petros**
Images of People Living in Neighbouring Countries in a Group of 6th Grade School Children

4. **Legurska, Mirena**
Research about the Way that the Teachers Think about the Educational Documentation Regarding the Subject of Civic Education

5. **Pejatović, Aleksandra & Orlović- Lovren, Violeta**
Teacher Training Programmes as a Reflection of our Image

6. **Yıldırım, Gülten**
Turkish Students' Stereotypes Related to Turkey's Neighbor Societies

11:10-11:30: Coffee Break

Friday, 11:30-13:30. Room A – Ceremony Hall (Aula)

Panel 1. **How Greeks Are Viewed by their Neighbours**

Chair: Prof. L. Recka; Prof. I. Erdogan & Assoc. Prpf. R. Penkova
11:30. In Textbooks of Albania, by Ismyrliadou, Adelais
11:45. In Textbooks of Bulgaria, by Toloudi, Foteini
12:00. In Textbooks of F.Y.R.O.M., by Vouri, Shophia
12:15. In Textbools of Serbia, by Mavrogeni, Stavroula
12:30. In Textbooks of Romania, by Michail, Lacrima & Vazoura, Zoe
12:45. In Textbooks of Turkey, by Tsianakas, Evangelos
13:00. Discussion

Friday, 11:00-16:00. Open Hall

POSTERS

1. Arslan, Ayşe
Metaphors Used for Foreign Language Learning by Foreign Language Teacher Candidates

2. Blandul, Valentin Cosmin
Aspects of Communication of Didactic Message in Learning Process

3. Korkmaz, İsa
An Examination of the Reading Skills Effectiveness

4. Margaritoiu, Alina & Simona, Eftimie
The Influence of the Alterity towards the School Integration of Children with Special Educational Needs

5. Nikodinovska- Bancotovska, Suzana & Koteva-Mojsovska, Tatjana
Educational Process and Continuous Child Development through the Preschool and Early School Education

6. Özbek, Gökçen
Developing Universal Values through the Relation between Art and Drama in Education

7. Savcheva, Marieta
The Day of Slavonic Literature and Culture in a Festive School Calendar and Fine-art Activities of the Pupils

8. Spahiu, Isa
The Importance of Language, Memory and Bilingualism in Language Acquisition

9. Sredovska, Ekaterina & Boiadjieva Nely
Intercultural Interaction through Project Activity in School

10. Suditu, Mihaela

At the Border between Students and Career Debut: Reflection and Action

11. Szekely, Cătălina

Educational Policy of the Romanian Government in the Context of EU Accession

12. Velkovski, Zoran & Rizova, Elena

European Educational Documents and Treatment of Illiteracy of Adults in F.Y.R.O.M.

13. Cevik, Yildiray

"The Self vs. the Other" in the Cultural Milieu in Henry James' Travel Novels

13.30-16.00: Break – Lunch

Friday, 16.00-18.00: Room A – Ceremony Hall (Aula). Oral Presentations - Discussions

Session 5: School Textbooks: Language, Literature, Social and Political Education, Environmental Studies, Geography and Religious Education

Chair: Assoc. Prof. V. Mircheva & Lect. St. Mertzimeki - Philipova

1. Akritopoulos, Alexandros

The Image of the "Other" in the "Anthologies of Literary Texts" of Greek Prime Education

2. Hassekidou- Markou, Theodora; Markou, Elizabeth & Markou, Petros

Representations of the "Other"/ the Neighbour in Literature School Textbooks at Greek High School

3. Makazlieva, Eli

The Concept of the Modern Textbook in "Learning about the Environment" for the Three First Grades in Primary School

4. Milenkova, Valentina

The Image of the "Other" / Neighbour in the Social Studies Textbook of Bulgaria

5. Moschopoulou Aikaterini

The Approach of the Image of the "Other" through the Child's Rights Recognized in Greek Language Textbooks in the Greek Primary School

6. Tsekou, Aikaterini

The Image of the Balkan Peoples in the Secondary Education's

Textbooks of Religious Education in the Period between 1974-2011: A Timeless Research in the Light of Pedagogy for Peace

Friday, 16:00-18:00: Room B. Oral Presentations - Discussions

Session 6: Intercultural Education

Chair: Assist. Prof. Kl. Puto & Dr. A. Ismyrliadou

1. **Arnaudova, Violeta; Angeloska-Galevska, Natasha & Avzi, Mustafa**
Value Orientation of Future Teachers in Relation to Gender and Ethnicity
2. **Hočevar, Andreja**
How Public Kindergartens in Slovenia Educate Children about Diversity
3. **Marcheva, Penka**
Intercultural Education – A Dialogue between the Musical Traditions of the Different Peoples
4. **Mitropoulou, Vasiliki; Rantzou, Maria & Anagnostopoulou, Maria**
Intercultural Education in the Curricula of the Greek School (Elementary - High School)
5. **Pavlovic - Breneselovic, Dragana & Zivka, Krnjaja**
Multiculturalism in the Regulative and Programme Documents of Preschool Education in Serbia
6. **Tourtouras, Christos & Tsiakalos, Giorgos**
Gypsy Children in the Greek Educational System. An Overall Picture of their School Career
7. **Tsironis, Christos**
Intercultural Communication and European Identity in a Pluralistic World. Discourse, Policies and Educational Challenges

Friday, 16:00-18:00: Room C. Oral Presentations - Discussions

Session 7: "Self and Others": The National "Self", the National "Enemy", and the National Identity.

Chair: Prof. E. Stan & Lect. L. Michail

1. **Konstantinidou, Efthalia**
Facts and Emotions in the Construction of the National "Self" and the Balkan "Neighbour" / "Other" in the New History Schoolbook of the 6th Grade of the Greek Elementary Education
2. **Kotopoulou, Aikaterini**
The Image of the National "Self" and the National "Other" in the New

History Textbooks in Elementary School

3. **Loizou, Natalia**
The Image of Balkan Neighbour through the History Curriculum of Greek Primary Education

4. **Mastoris, Vasileios**
The Image of the "Other" and the Mirror of Self

5. **Yiğit E. Özlem & Öztürk, Cemil**
National Identity and Neighbour Country Perceptions of Preservice Social Studies Teachers (Turkish Case)

6. **Papadopoulou,Vassiliki & Kotrotsios, Angelos**
The "Other" in our School: Social Relationships of Roma Pupils in Greek Classrooms

7. **Stanojevic, Ivana & Milosevic, Milan**
Comparative Analysis of History Textbooks in the Balkans and the Image of the "Other".

Friday, 16:00-18:00: Room D. Oral Presentations - Discussions

Session 8: Teaching and Learning: in the Classroom, in the Extra-Curricular Activities and the National Celebrations within Schools

Chair: Prof. Z. Velkovski & Lect. Chr. Mavrogeni

1. **Arnaudova, Violeta & Delceva- Dizdarevik, Jasmina**
Emotional – Motivational Aspects of (Slavo)Macedonians and Roma Primary School Students

2. **Revythiadou, Anthi; Dimitriadou, Katherine & Tamtelen, Evmorfia**
The Image of the "Other" through Extra-Curricular Mother Language Instruction: The Teachers' Views

3. **Dimitrovska, Vesna & Kostovska, Liljana**
Comparative Approach to Extra-Curricular Activities and National Celebrations in Different Environment Factors

5. **Doncheva, Julia**
A Comparative Analysis on the Topic of Ethnicities Developed by Various Teams of Authors of Curriculum Systems of Pre-School Education in the Republic of Bulgaria

6. **Garmidolova, Mariana**
Exploring Greek Culture through Art

7. **Tsiotras, Vasileios**
Empathy Games and Role-Play in the Ancient Greek Language Course at Greek Junior High School

18.00 – 18.30: Coffee Break

Friday, 18:30-20:30. Room A – Ceremony Hall (Aula)

Panel 2: How Balkan Peoples View their Neihgbours

Chair: Prof. N. Angeloska – Galevska; Assist. Prof. A. Pejatovic & Assist. Prof. A. Sipitanou

Albania: Hysi, Shyqyri, & Hysi, Lorela
History at the Albanian Pre- University Programs. Its Complete Mastery through Upcoming Generations and the Ethnical Relationships, Friendly or Inimical?

Bulgaria: Mircheva, Violeta & Gencheva, Keti
The Image of the "Other" / the Neighbour in the School Textbooks of Bulgarian Language and in the Extra-Curricular Activities

F.Y.R.O.M.: Tassevsca, Alma & Georgievsca, Sofija
The Image of the "Other" beyond Teaching and Learning in the Extra-Curricular Activities of the Students at the University Level

Romania: Stan, Emil
The Image of the "Other" in Primary Education Curriculum

Serbia: Milošević, Zorica
The Role of Educational System in Creating Positive Image of the "Others"

Slovenia: Štefanc, Damijan
Diversity and "Other(nes)" in Slovenian Compulsory Education Curricula

Turkey: Demircioglu, Ismail
Representation of Balkan Nations in Turkish History Textbooks

21:00 – 23:00. Official Reception

Venue: Town Hall of Thessaloniki

3rd Day: Saturday, 28 September 2013

Venue: University of Macedonia

09:00-11:00: Room A - Ceremony Hall (Aula). Oral Presentations - Discussions

Session 9: School Textbooks: New Technologies, E-learning, Social Media, etc.

Chair: Assist. Prof. Z. Stoimenova & Dr. F. Toloudi

1. **Ginoudi, Athina & Syvaka, Triantafyllia**
   ICT Assisted Inter-School Collaboration
2. **Glomazic, Hajdana**
   Ethnic Stereotypes in the Media
3. **Kapravelou, Alexia**
   Teaching of Values for Citizenship and Togetherness through Films and Digital Presentations
4. **Manolov, Karamfil**
   Distance Teaching: A Means of Cooperation between Balkan Countries in Higher Education
5. **Ploesteanu, Georgeta & Marghescu, Ion**
   New Media and Humanizing the "Other" by Education
6. **Theos, Ioannis & Kanellas George**
   The Image of the Balkan "Other" in Currently Used History Textbooks of the Secondary School

Saturday, 09:00-11:00: Room B. Oral Presentations - Discussions

Session 10: Intercultural Education

Chair: Assist. Prof. Z. Milosevic & Dr. M. Georgiadis
1. **Veleva, Asya**
   Intercultural Education through Game
2. **Kober, Daniel**
   Comparative Analysis of Intercultural Models. Consequences for Intercultural Professionalization of Educators and Intercultural Learning in Balkan Countries
3. **Vasileva - Stoyanova, Desislava**
   Family Education in Perceiving the Image of the "Other" (Intercultural Aspects
4. **Sytziouki, Maria**
   Questing the Components of the Intercultural Competence: Implications for the Lifelong Education of the Educators
5. **Vasilopoulou, Foteini & Psychogyiopoulou, Panagiota**
   The Acceptance of Cultural Polymorphy in Primary and Secondary School through the Use of Creative Writing and Art
6. **Velkovski, Zoran & Rizova, Elena**
   Successful Practices for Enforcing Intercultural Dialogue

Sturday, 09:00-11:00. Room C. Oral Presentations - Discussions

Session 11: The "Self" and the "Others": The Relation with Foreign Policy, Inter-Balkan Cooperation, EU -Policy, Economic Crisis, etc.

Chair: Assist. Prof. S. Hysi & Dr. M. Anagnostopoulou

1. **Kalerante, Evangelia**
   The Educational Policy throughout 2008-2013: A Financial Settlement Based on the Shrinking of the Policy of Rights Related to the "Others"
2. **Antoniou, Christos**
   The Greek Educational Policy for Foreign Languages in the Purpose of the Reciprocal Understanding of the Balkan Nations (1931-2000).
3. **Petrova, Marieta**
   The Common Past of Divided Regions and Montessori's New World and Education
4. **Reçka, Liljana & Hido, Margarita**
   Curriculum for the Global Education
5. **Palaskas, Sotiris**
   The Balkan 'Other' in the History Textbook of the Last Class of the Secondary Education in Greece

Saturday, 09:00-11:00. Room D. Oral Presentations – Discussions

Session 12: Teaching and Learning: The Education Programs and Teaching Methods

Chair: Assoc. Prof. I. Demircioglou & Dr. Ev. Tsianakas

1. **Engels-Kritidis, Rozalina**
   "We Have a Lot in Common": Educational Program for Bulgarian Migrant Children in Greece Based on the Similarities between Greek and Bulgarian Proverbs and Sayings
2. **Krsteska-Papic, Biljana**
   Education for Peace and Tolerance - Role, Tasks and Benefits
3. **Nakova, Albena**
   The Image of the Ethnic "Other" in a Bulgarian School
4. **Nedyalkova, Chryssoula**
   University Context of Civil Education
5. **Sakka, Vassiliki & Karakatsani, Despoina**
   History Teaching and Citizenship in the Greek Education System Today: Is there still a Balkan "Other"? Research on Secondary History Teachers' Perceptions in Messinia and Corinth, Greece
6. **Stoimenova, Bistra**

Using Multiperspectivity in History Teaching
7. **Tofovic-Kamilova, Marija; Tomevska-Ilievska, Elizabeta & Sejdini Merita**
Electoral Status of The Albanian Language in Primary Education

11.00-11.30: Coffee Break

Saturday, 11:30-13:30. Room A – Ceremony Hall (Aula)

Panel 3: How Greeks View their Neighbours *

Chair: Prof. S. A , Assoc. Prof. K. Bonidis
1. **11:30.** In Curricula, by Antoniou, Florentia*
2. **11:45.** In History Textbooks, by Kontova, Maria*
3. **12:00.** In Language Textbooks, by Papadopoulou, Anthi*
4. **12.15.** In Religion Textbooks, by Tsekou, Aikaterini*
5. **12:30.** In Litterature Textbooks, by Perpiraki, Maria*
6. **12:45.** In Geography Textbooks, by Palaskas, Sotiris*
7. **13:00.** In Digitalized Guidelines for Teaching, by Mpourantas, Othon*
8. **13:15.** In Extracurricular Activities, by Kanella, Stella*

* Research Fellow of the Center for Schoolbooks Research and Intercultural Education, Department of Education, Faculty of Philosophy, A.U.Th.

Saturday, 13:30-14:30. Room A – Ceremony Hall (Aula)

Closing Session

Chair: Prof. Viorel Nicolescou & Dimitrios Goudiras
Presentations of Session's Reports by the Session's Chairs
Closing words: Prof. Dr. Dimitrios Goudiras, Chairman of the O. C.
Closing words: Prof. Dr. Viorel Nicolescou, Chairman of the Society

14:30-15:30. Break- Buffet

15:30-20:00. Visit of Archaeological Sites in Ancient Pella and Vergina.

Forth Day: Sunday, 29 September 2013

Departure of Participants

PROVISION OF PROGRAM OF THE CONFERENCE

1rst Day: Thursday 26 September 2013
Venue: Aristotle University of Thessaloniki

16:00-17:00: Registration of members
17.00-20.30: Ceremony Hall (Aula), Faculty of Philosophy
17:00-17:30: Plenary – Addresses
17:30-20.30: Plenary – Presentations of the national reports of the countries
17:30. Greece: Bonidis, Kyriakos
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18:10. Bulgaria: Penkova, Rossitsa & Stoimenova, Bistra

18:50 Coffee Brake

19:10. Romania: Stan Emil, Ioana Herseni
19:30. Serbia: Levkov, Ljiljana, Medic, Shezana and Stogianovic, Biljana
19:50. Slovenia: Stefanc, Damijan
20:10 Turkey: Sahin, Mehmet

20:30-23:00: Buffet - Dinner

2nd Day. Friday, 27 September 2013
Venue: University of Macedonia

09:00-11:00: Room A – Ceremony Hall (Aula). Oral Presentations - Discussions
Session 1: Text Books: School textbooks of History

1. Albu, Gabriel

Aspects of the life and history of Balkan peoples as captured in History Textbooks currently used in Romanian High schools

We strongly depend (or we increasingly depend) not only on the dialogue and interpersonal knowledge, on the degree of human acceptance but also on the intercultural knowledge and dialogue, on mutual acceptance of our peoples with the history and issues of each one. Peaceful coexistence, material prosperity, psychical wellbeing and cultural-spiritual thriving are closely related to the proximity between us – the people – and closeness is even greater if we know each other better, if we cooperate in various areas, be they economic, social, political, financial, cultural or educational in nature.

Against this background, and that of the openness - with the help of digital technologies – to other existential horizons, it is important for students to be motivated to (best) know the Other (from a different geographic area); to have as faithful a representation of the Other, to accept, to approach the Other and to work - eventually - in joint projects.

Our study aims - based on content analysis method - to capture aspects of the life and history of the Balkan peoples mentioned in history textbooks for high school classes (IX-XII) today. In our analysis, we considered the following variables: the frequency with which some people refer to Balkan aspects of political, economic, military, social, cultural, religious or private life.

In the end, we will try setting up a possible representation suggested to high school students in Romania in connection with one Balkan nation or another.

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2. Jovanovski, Dalibor & Lena Damovsca

The Balkan wars and their influence upon the image of other in the history textbooks in the Southeast European states

The centennial anniversary of the Balkan wars is an extraordinary opportunity to investigate their influence upon the future relations in the region of Southeastern Europe. The image of the opposite side in the history text-

books is a part of that. The presentation will analyze how the Balkan wars are treated in the school textbooks in some states of the region (Albania, Bulgaria, Greece, Kosovo, and the Republic of Macedonia). The presentation will make an effort to answer several questions that derive from the analyses:

1. Where is the other – the ally in the history textbooks that deals with the Balkan wars?
2. Where is the other – the rival on issues relating to the Balkan wars?
3. What is the destiny of the civilians?
4. Do the texts that refer to the Balkan wars in the textbooks provoke negative or positive images of the neighbors?

The analyses show that the texts that refer to the Balkan wars in the history textbooks, in the region of Southeastern Europe treat only their own people and their destiny. Some textbooks, depending on the state where they are published, deal with liberation, some with new occupation, and others with national catastrophes.

Key words: *Balkan wars, history textbooks, liberation, occupation*
…

3. Goudiras, Dimitrios B

Construing of 'virtual' national identities on the school textbooks of history

The textbooks are a powerful instrument of construction and highlighting the "virtual" national identity. This applies to all school books which explicitly formulate and argue the national identity of a people, such as the books of history, language, literature, sociology, etc., but even the most "innocent", such as books in mathematics and the natural sciences. This is true even today, despite the obvious public rhetoric for an objective and impartial record of the history of a nation and in addition to the declared scientific ethics for an ethnically neutral and valid presentation and analysis of the historical and political events and their relations with the neighbor nations and ethnicities.

The purpose of this suggestion is the emergence of distortion of historical truth, the feasibility, nationalism and racism that are maintained or strengthened through the textbooks of history in primary and secondary

education. Simultaneous, we are trying to highlight and the diametrically opposite trend, non- disclosure, concealment and distortion of historical truth in the name of a "declared" scientific ethics and objectivity or an undeclared and non- explicitly expressed ideology.

The emergence of these issues is not subject to quantity and frequency of phenomena, but mainly on methodological issues and the principles of content analysis and the quality or the nature of the texts and the testimony that the authors situate in them. For the proof of these issues, we will present some selected examples from the textbooks of history which are distributed as textbooks with the approval of the Greek State, the Ministry of Education, religion, culture and sport.

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4. Kontova, Maria

Research of the image of the Turks and the Bulgarians in Hellenic modern and contemporary history school books during 1967-2007

This paper -starting with the research grounded assumption that the school book except for educational and informational means is a political 'product'- it derives its theoretical foundations from the "International" Textbook Research and the Pedagogy of Peace. If we accept the view that the content of education as it is reflected in a single book per course it reflects the ideological orientation of a state, then we shall agree that the most sensitive sector of education in social change is the lesson of history, a finding that is a starting point for this research. Specifically, its purpose is to examine diachronically and synchronically the reflection of changing international relations between Greece and Turkey and also between Greece and Bulgaria during the period 1967-2007, in the content of Greek Modern and Contemporary history of the same period. Using as a methodological tool the Qualitative Content Analysis I look into the following categories of analysis:
10 Turkey- (Ottoman) Turks
11 Character/notion and behavior of the (Ottoman) Turks
12 Policy of the (Ottoman) Turkey towards Hellas
121 Internal Policy
122 Foreign Policy
13 Description of bilateral wars between the national 'self' and (Ottoman)

Turks
14 Hellenic-Turkish dispute settlements
20 Bulgaria-Bulgarians
21 Character/notion and behavior of the Bulgarians
22 Foreign Policy of Bulgaria towards Hellas
23 Description of bilateral wars between the national 'self' and Bulgarians
24 Hellenic-Bulgarian dispute settlements
Of which we can reach the following conclusions:

In the history books of the time during dictatorship of the colonels and of the first post-dictatorship period, the Turks are represented as constant enemies with imperialistic predisposition, an element which is further stressed in the school narratives of the books of the higher education. From the mid eighties the diminutive descriptions are shifted to the written sources of the books of secondary education. Nevertheless, in primary education the narrative pattern continues being that of the "clash history", where the settlement of the Hellenic-Turkish disputes is in the totality of the researched books given the meaning of a temporary truce. Regarding the characterization of Bulgarians apparent neutrality is observed. However, in all the range of the researched books, the Bulgarian foreign policy is presented as anti-Hellenic. The presentation of "negative revision" tendencies is observed in the schoolbooks in use in the secondary education because of the inter-Balkan socio-political changes of the 21ˢᵗ century.

Key-words: *Pedagogy of Peace, Foreign Policy, history textbooks.*
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5. Papakosta, Konstantina

The Albanians in Greek textbooks of modern history in compulsory education: discursive representations

The purpose of this paper is to discuss the representation of the Albanians in Greek modern history textbooks that were used in the elementary and secondary school between 1974 and 2000. The focus is given to the discursive methods and techniques according to which the Albanians are presented, and to the exploration of their effect in shaping the Greek national identity.

The method used is Critical Discourse Analysis, as it combines three

different forms of analysis: linguistic, analysis of discourse practice (text production process, dispersion and use) and analysis of linguistic events as events of a social and cultural practice. This combination contributes to highlight not only the way in which foreigners are represented in textbooks, but also the emergence of social and political context that led to the specific display. Additionally, the combination of social with linguistic theory contributes that our approach links school official language with society at the level of ideology (meant as representation of social groups).

The linguistic analysis led to the clustering of textbooks in two groups. Although the textbooks of the first group have many literary elements in their narrative, while the discourse of the second group is more academic-scientific, the same subjects can be identified in both: while there are plenty of references to the Albanians in the books of the first group, in the textbooks of the second one similar reports are sporadic and in relation to a new topic, the irredentist issue of North Ipiros. The second level of analysis revealed the survival of stereotypes, sets of silences and misconceptions and the gradual silencing of the existence of the Albanians.

Moreover, the parallel study of textbooks that were used for the elementary and secondary school achieved a vertical exploration of textual chains (i.e. between different levels of education) and not only the horizontal (i.e. diachronic).

Key-words: *history textbooks, Albanians, Critical Discourse Analysis, identity*

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6. Stefoska, Irena & Stojanov, Darko

The threatening "other": The image(s) of the neighbours in history textbooks

The purpose of this article is to understand a major current problem in the educational system in the R. of Macedonia. Its particular aim is to examine several aspects of the image(s) of the neighbours in the most recent historical textbooks. In the last couple of years the historical textbooks in the country have caused several scandals and debates, but these rarely concerned the portrayal of the neighbouring peoples and cultures (Greeks, Albanians, Serbs, Bulgarians, and Turks). Therefore, we will try to gain a deeper understanding of this neglected question, and to outline the reasons

for its persistence, the particular forms it has, as well as the dynamics of its change during the last two decades. The object of our study is a set of eight historical textbooks for primary school which are currently in use. By applying historiographical and discourse analysis, as well as key concepts from cultural and political studies we hope to give a logical and satisfactory explanation of the problem. Finally, since we believe that the stereotypes transmitted through the educational system contribute to the creation of a tense socio-political atmosphere (in the national and international context), we shall propose eventual recommendations for reframing the educational policy.

Keywords: history, textbooks, education, stereotypes, policy
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7. Stojanović, Biljana; Hebib, Emina and Spacenovic, Vera

*Significant figures in history textbooks for the
eighth grade of primary school in Serbia*

A textbook, as a basic teaching aid, plays an important role in the educational process, in particular the textbook for the subject called History, which contributes to creating students' image of the world, of neighbours and others. The figures, who by their actions influenced the shaping of the world in which we live and create today, are presented in the History textbooks. The authors have opted in this paper for conducting the analysis of the History textbook for the eighth grade of primary school in order to determine which figures are presented in the given textbook and in what way. The History textbook for the eighth grade covers the period from the last quarter of the XIX century to the present. This paper first considers the role and importance of the History textbook as a means of cultural transmission and as a supporting aid for the development of students' personalities, that is, for the process of students' competences development (knowledge, skills, attitudes, values). The legal and institutional framework related to the design, approval and usage of textbooks is also explained, i.e, the overview is given of the legal basis which regulates this area, then the overview of modes of operation and responsibilities of institutions participating in

the process of preparation, evaluation and approval of the textbook manuscript, and it is also pointed to the way in which textbooks are selected on the school level. The central part of the paper is devoted to the analysis of historical figures covered by the textbook *History 8*. Accordingly, special attention is given to considering the following issues: compatibility of the figures presented in the textbook with the envisaged curriculum; the way in which historical figures are presented (in the form of a text, image); gender structure; messages sent to students through the presentation of appropriate figures. Based on the conclusions arising from the conducted analysis, the authors put forward the implications for textbook publishing policy and recommendations intended for textbook authors and publishing houses in relation to textbook quality improvement.

Key words: *significant figures, History textbooks, Serbia*
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Friday, 09:00-11:00. Room B. Oral Presentations - Discussions

Session 2: Intercultural education

1. Aydemir, Hamid

The Analysis of Children Art Work (7-9 Ages): Konya- Houston

According to this research, it is aimed that to examine the art works of children between seven and nine years old, who live in different two countries. In this content, it is applied that to the students who study in the first, second and third class in ten primary schools which are chosen in the United States / Houston and Turkey/Konya. The application is carried out by observation of art work teachers and during art work lesson. The final of the application, the art works which are obtained, are examined for schema, colour and space, and then they are compared. Similar and different sides in art works are identified.

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2. Barakoska, Aneta & Kostov, Borce

The discipline Ethics and religion, possibility of understanding one another

The socio-political and economic changes in Macedonian society, beyond other things, have opened a multitude of issues in the range of education and upbringing. In this context, no less important are the issues related with the relation between the education and religion, and the role of the school in children development and upbringing. In R.Macedonia there were two failed attempts at introducing religious education., the first time in 2002 and the second time in 2008.

Like many european countries, where Ethics and Religion,are alternative studied, in the year 2010-2011, in the educational system, The Government of R.Macedonia have introduced one new subject : Ethics and religion, as optional. This subject aims to familiarize the students with the basic ethical rules in different religious systems. Considering the critical approach to the treatment of the religion in upbringing and education, in this work we study the relation to this issue, and we will focus on some previous surveys that somehow overpowered the need of introducing the subject of Ethics and religion. the importance of this subject would be also analyzed, from the perspective of developing tolerance and respect for the differences among people, especially the faith. Young people should be prepared for living their life with other people, to get used to the customs and good behavior, to learn the positive norms of action in all areas of life.

Keywords: educational discipline (subject), students, ethics, religion, diversity, introducing one another.

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3. Boboc-Cojocaru, Alexandru

The "other within" in the Balkans – the case of Pomaks

No Balkan Muslim identity is more contested, more wrapped in multiple intertwining twisted webs of myth and history than the Slavic-speaking Muslims or "Pomaks" of the Southern Balkan range. Standing at the crossroads of language, ethnicity and religion, the identification of Pomaks as a minority has been highly controversial. Throughout the Balkans, the case of Pomaks has not only challenged the nationalist versions of the history

and assimilation campaigns but also the established understanding of the notions such as ethnicity, identity, group boundaries, kin vs host-states within the scholarly debate surrounding them. Despite the intellectual curiosity and perplexity that it creates among the scholars, even the use of the traditional name Pomak triggers a sharp criticism and a derogatory look in general public. They could only be "Muslim Bulgarians" for Bulgaria, "Slavic Speaking Greeks" for Greece and "Slavicized Turkish Brothers" for Turkey. Accepting their Pomakness without any ethnic, religious or linguistic hyphenation seems to be hardest of all for the Pomaks themselves as well as the nation-states surrounding them. After all, Pomaks has never been a self-proclaimed nation or ethnic group with a solid distinct mass group consciousness. In the conflict-ridden politics of Balkans where the ethnicities, nationalities or identities seldom match the territories that confine them in nation-states, like any other minority Pomaks has always been treated as the "other within". Many local discourses of co-existence have been dictated by contesting nationalisms, between which identities were defined and contrasted, primarily from the outside. In other words, official identities ascribed to Pomaks have been tied to seemingly solid classificatory boundaries; yet, these boundaries themselves created questions about Pomakness which itself could not easily be classified. The manipulation of the ethnic boundaries employed by the nation-states in accordance with political considerations, foreign policy issues, and of course also economic interests as well as corresponding reactions of Pomaks in terms of shifting self-and group-identities demonstrate the porous and dynamic nature of ethnicity and identity.

Key-words: *Balkans, Pomaks, identity constructions, national state, minorities policies.*
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4. Milić, Saša

Development of multiculturalism and civic consciousness
in Montenegrin educational system

This paper was created as a part of the scientific-research project "Development of multiculturalism and civic consciousness in early education (preschool institutions and cycle I of primary schooling) in Montenegro. The

education system of Montenegro built in the period after World War II was predominantly based on a socialist pedagogy oriented more towards the collective needs, rather than to the individual and their needs. This pedagogical and philosophical orientation remained quite dominant in our education system even until today. The results we obtained regarding the representation of individualized approach in educational system allow us to rightly conclude that in our education system, there is still rooted a traditional image of an average student with whom we work, and, consequently, there is a considerable amount of neglect of individual characteristics in the process of parenting and education. A significant number of our teachers have their own idea of the concept of human and children's rights, but at the same time, they do not have a sufficiently developed awareness of how significant it is to promote the democratic concepts among children/pupils, or they simply do not have enough time during upbringing and education to address this very important educational issue. The development of civic awareness is an extremely important educational goal in a multiethnic and multiconfessional country as it is Montenegro and we believe that the developed civic consciousness is a warranty of peaceful coexistence, tolerance and understanding in our society. However, the results of the study have shown that our teachers work little on developing civic awareness in this field, and that there remains much room for improvement of the teaching practice. Montenegrin society, which is at the same time multinational, multireligious and multilingual, is a distinctive milieu for the creation of a sensitive educational process, which respects the members of all these cultural categories. This finding clearly indicates the existence of a considerable yet declarative commitment of Montenegrin society in terms of respect for national and/or confessional affiliation, while in practice we are not really able to notice a significant number of examples that show that this awareness has been internalized and that we behave in accordance with the principles of respect and understanding of national and confessional diversity. Desegregation is still a significant task, which must be addressed. We conclude that our teachers are much more likely to give affirmative answer to the question of whether they protect the rights of national minorities in upbringing and education process and prevent their assimilation while they are, at the same time, significantly less willing to practically show what has been implemented in their teaching process during the observations of their classes.

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5. Sürücü, Abdullah

*Examination of the parental attitudes of the
university students in Albania and Turkey*

Purpose
Examination of the parental attitudes of the university students in Albania and Turkey to constitutes the general purpose of this study.

Methodology
The study was conducted on the basis of the survey model. The sample group of the study is constituted 526 randomly selected undergraduates from the Business, International Relations, Computer Engineering, Civil Engineering departments in the Epoka and Selcuk Universities. In the collection of data was used in the personal information form and parental attitude scale. In the data analysis will used out through independent sample t-test, Variance Analysis (ANOVA) and Tukey test.

Results – Conclusions
The process of data analysis is still ongoing. Results/conclusions will be determined by analysis of the data.

Key-words: The attitude of the parents, Albania - Turkey, Epoka University, Selcuk University.

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6. Trajkov, Ivan

Social distance between SlavoMacedonian and Albanian high school students

Social distance that is manifest in ethnic relations is called ethnical and it is typical for the acceptance of members of different ethnic groups in personal and social relationships. It marks intergroup attitudes, willingness to connect with various ethnic groups, and the relationship between attitudes towards different ethnic groups.

A basic problem of this research is to establish social distance among students from Macedonian and Albanian ethnic origin. The research was conducted on a convenience sample of students from third year the total number of respondents is 251 Macedonian and Albanian students.

Analysis of the positions that constructs affecting in the semantic space

support the findings obtained for auto stereotypes and hetero stereotypes. Macedonian students of the three factors an most distanced in the semantic space evaluate Albanians.

The Albanian high school picture is a little bit different. They, though Macedonians perceived as very different or distant from their own ethnic group, as assessed most distanced are the Serbs.

Key words: *social distance, auto stereotypes, hetero stereotypes*

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Friday, 09:00-11:00. Room C. Oral Presentations - Discussions

Session 3: The "Self" and the "Others": The national "self", the national "enemy", and the national identity

1. Georgievska, Sofija & Tasevsca, Alma

Ethnic stereotypes and emotional – value aspect of self-image

Forming a positive image of the Other in the educational process, especially in higher education, is most often achieved through the extra-curricular activities, in the form of trainings, seminars, informal types of education, etc. Such activities are especially significant for the students because precisely this issue isn't sufficiently covered in the mandatory subject programs as part of the study programs of the Faculties that teach the future educators.

In every multiethnic society, great importance should be given not only to the professional preparation of each future educator, but also to the strengthening of the capacities and developing of the competences that will allow firstly for the personal acceptance and formation of a positive image of the Other, as a precondition for their inclusion in the mandatory educational practice and pedagogical work with the upcoming generations of pupils. The development of the psycho-social skills and obligations of the future educators of this type is achieved through content that is implemented through the extra-curricular activities with the students of the Pedagogical Faculties in the Republic of Macedonia, for example: the educational system and the treatment of multicultural, acceptance and development of

self-respect and respect for the Other, possible ways of resolving conflict situations, integration of the marginalized groups in the educational environment and finding mechanisms for non-violent communication with the Other.

The subject of the research refers to the influence of the content in the extra-curricular activities with the students, regarding their formation of a positive image of the Other. The aim of the research concerns the ways and the possibility for the formation of a positive image of the Other, as a significant psycho-pedagogical competence of the students. The methodology, methods and techniques applied during the course of the research were: the method of analysis (analysis of content and structural analysis), the descriptive method and the method of comparison, as well as the techniques of analysis of pedagogical documentation, observation and surveying.

On the basis of the received results, it can be concluded that:

- The extra-curricular activities represent a successful structure through which a positive image of the Other is formed;
- The formation of the image of the Other depends on the content that is systematically analyzed through discussions with the students;
- The students' opinions on the Other depend on the application of the content of this type during their informal education;
- The image of the Other is formed in an environment in which subjects from various ethnic and religious backgrounds participate;
- The content that treats issues connected to the image of the Other provides for overcoming the existing prejudices.

Key words: Image of the other, Extra-curricular activities, Learning, Teaching.

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2. Gouridou, Eirini

The image of national identity and the image of the «other» in the modern history textbook of the third grade of the secondary education

The construction of historical memory and national identity is achieved, among others, by teaching history in schools. As in greek educational system the school textbook is in the center of the teaching practice, the purpose of this paper is the presentation of the national image and the image of

the other in the modern history textbook of general education, of the third grade of General Lyceum in Secondary Education.

The methodology is based on the qualitative content analysis of the prementioned school textbook. The paper focuses on the presentation of the national greek identity and the image of the neighbours (especially the Turks), as well as the relationship among them. In addition, it studies the cultivation of stereotypes and prejudices about nations and the effort to strengthen peaceful conscience, transnational cooperation and solidarity. Among the results/conclusions of this paper is the fact that in modern school history textbooks there has been some progress, however great efforts remain to be done in this direction.

Key words: *national identity, national image, image of the other*
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3. Iurea, Corina

Capacity of self-improvement and self-education of the student in the process of academic learning

Purpose:
The current study presents the educational concepts which are inherent to applied didactics function of the knowledge of cognitive, emotional, spiritual and social needs of students. Combining the above-mentioned educational concepts with the process of academic training of students facilitates the professional and intelligent organization of knowledge in the field of the academic instruction and training by the development of a project of independent training.

The science of information, the informational content and the academic knowledge are being globalized and face a quantitative boom. The time of accomplishment, setting objectives and communication ask for increased speed, substantial reduction of time units and space due to immediate access to information.

Methodology:
The focus-group, the questionnaire, the structured interview, the observation represent the main instruments for the gathering of field data.

Results – Conclusions:
Integrating the information and communication techniques with other dif-

ferent training means could lead to the isolation of students who are not considered to be independent. We wonder whether the didactic approach is appropriate only for some specializations and whether the autonomous/ independent learning is an essential condition. The development of methods of independent study ask for another way of working with the students, approaching some other teaching methods and strategies. The higher the state-of-the-art technology and internet access, the more obvious it is that teaching the student, making him use the new access ways and develop continuous study become a challenge. This academic context requires the setting of some objectives which can result from the complex structure of the educational act which should present the environment and methodological elements, which are developed by the university teaching staff.

Regarding education, self-improvement, self-education, independent learning imply setting up your own goals and methods and learning self-assessment.

Key-words: *motivation, self-education, self-supervision, academic learning ...*

4. Kenig, Nikolina; Violeta Petroska-Beshka & Ognen Spasovski

Construing external and internal enemies: self images and images of the other among secondary school students

The main purpose of this study is to examine how the Others, defined as Enemies in different discourses (mainly through History textbooks and current political context) are perceived in comparison with the own ethnic group.

The sample consists of 113 (57 ethnic Macedonians and 56 ethnic Albanians) purposely selected second year students at three secondary schools – one where both Macedonian and Albanian are languages of instruction and other two where the language of instruction is either Macedonian or Albanian.

In addition to the self- group images and the images of the 'internal' *Other,* images of the Greeks as relevant 'external' *Other* were included and measured by using an instrument designed specifically for this study based on the Osgood's semantic differential. The participants were asked to describe the investigated concepts of the three ethnic groups by rating them on a seven-point scale regarding each of the 15 included bipolar adjectives

(e.g. strong-weak, good-bad etc.).

The results are presented as mean values for each of the 15 bipolar adjectives ascribed to the three concepts by the comparison groups, accompanied with the statistical differences in means. In addition, the data are reduced to three dimensions derived by factor analysis (evaluation, potency and activity) and the results are presented and interpreted from the perspective of their mutual interactions.

Findings show that in the circumstances of prolonged tensions and exposition to education where the ethnocentric views and interpretations are part of student's everyday experience, the young people's images of the other ethnic groups tend to mirror the messages imposed by the wider societal agents, widening the gap between Us as ideal and Them as enemies.

Keywords: ethnic stereotypes, image of the Other, self-images, education, conflict
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5. Kolitsi, Philothei & Vetsios, Elefterios

The Portrayal of the national "self" and the national
"other" in Greek high school textbooks of literature

This paper constitutes an in-depth investigation of literature textbooks used as part of the national curriculum in the Greek High School that traces the portrayal of the National Self in close relation to the so-called National Other. Our research shows the recurrent presence of Turks, the 'eternal' enemy in Modern Greek History in all six textbooks used, corresponding to the six grades in the Greek High School. More specifically, the National Other is depicted in literary texts during three significant historical periods: a) the pre-revolution, ottoman period b) the Greek Revolution of 1821 and c) the Minor Asia Disaster in 1922.

Furthermore, one can point out, on the one hand, the occasional presence of the so called exotic Other (India, Japan, etc.), and, on the other, the idealized image of Greeks (the Self) as presented through the eyes of British authors in two literary extracts. In addition, the textbooks include few representative texts of the International Literary Canon (e.g. Shakespeare, T.S. Eliot, Moliere, Brecht, Dostoyevsky, Tolstoy, etc.), whilst the Balkan neighbours (i.e. Bulgarian, Serbians, Romanians, etc) are not included in

theses textbooks, with the exception of three literary extracts, depicting Albanian characters.

The Image of the Self and the Other, as portrayed in school literary extracts manifests itself gradually, taking into account the following criteria: a) the nationality of the authors of the literary extracts included in the textbooks b) the narrative techniques through which the literary characters are depicted and c) the ideas-beliefs traced in school textbooks. Our research is informed by Post Colonial Literary Criticism and Theories of Cultural Iconology.

Key Words: *National Self, National Other, Greek Educational System, High School textbooks of Literature*

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6. Kostouda, Smaragdo & Vlahava, Evanthia

The construction of national identity in two fictions of modern literature:
«Imaret» of J. Kalpouzos and «My Kriti» of S. Altinsaï

The subject of the reasearch is a comparative study about the national identity, its substitute elements and how it is constructed in two modern fictions the first from a Greek author and the other from a Turk one. The two fictions can be taught in the superior classes of the high school as parallel texts in a course of Literature, as literature reflects the reality, transfers values and patterns of behaviour, creates attitudes of life and ideology and in a combination with history lessons.

The methodological tool is a combination of the qualitive analysis of content and the narration's theory, which allows us to detect the author's eyesight towards to the «otherness». The research proved that the national identity is based on narrations and is formed through discourses and memories, is fluid with inconstant elements, while the authors emphasize on the interior world of heroes, far away from the conflicts and nationalist frictions. Through the biographies of simple people we can discern the historical background of every period. The modern authors take into consideration all the aspects of multicultural societies and propose a new approach of the historical period they are referred to, giving the opportunity, to the «others'» voice to be heard. In conclusion such books of modern literature, suggest the comprehension of the «other's» identity, help us to approach

through reconsiderations the reposition of our identity, empower the self-esteem all those who belong to minorities groups and in fact may be the tools that contribute to the change of mentalities and attitudes.

Key words: *national identity, literature, «the other's» truth, national «enemy», multicultural society.*

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7. Kouzinovska, Christina & Papazis, Philippos

The national identity in the language textbooks for minorities in primary education in F.Y.R.O.M and Greece

The purpose of this paper is to analyze and discuss the differences, as well as the similarities, of textbooks for minorities in the official language of Former Yugoslav Republic of Macedonia used in Primary Education for sixth grade in F.Y.R.O.M. for academic year 2012-2013 and Greek language textbooks for Muslim minority of Thrace for sixth grade used in Primary Education in Greece for academic year 2012-2013. Emphasis is given to the components related to the national identity. Because of the numerous minorities, the society and school communities in F.Y.R.O.M. are multicultural. The recent law of 2008 stipulates the obligation to publish textbooks in languages and alphabets other than the primary official language of the country. Any national group, such as the Albanian minority, constituting 20% or more of the population of a municipality has the right to all levels of education in their mother tongue. At the same time, the Muslim students of Thrace, receive their education not only at Minority schools, but at public schools as well. Minority schools are bilingual and are governed by a special legal framework. The present study evaluates the language textbooks for minorities of the sixth grade through a qualitative content analysis which is going to be based on fundamental categories.

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Friday, 09:00-11:00. Room D. Oral Presentations - Discussions

Session 4: Teaching and Learning: The views of teachers or students on the books they use

1. Badea, Michaela & Presada, Diana

A pilot study on the image of "the Other" reflected in academic teaching materials

Purpose

The present study aims to identify the extent to which Philology courses and other teaching materials in the field reflect the relations of the Romanian people with other neighbouring countries, particularly the way in which they contribute to the development of positive attitudes and beliefs such as: tolerance, collaboration and mutual respect. These are indispensable values that each university should take into consideration and develop by means of their academic programmes if they want to be part of the present multicultural society, a world of multiple interconnections.

Methodology

The participants in the study were final year Philology students. The used research method was a questionnaire designed with the purpose of discovering students' perceptions of the manner in which the teaching materials express the image of "the other" and succeed in cultivating their interest in other cultures.

Results/Conclusions

Even if the present research constitutes a pilot study, the results revealed students' interesting opinions and useful suggestions that could lay the basis of a more complete analysis of this phenomenon in the near future.

Our findings show that there is a satisfactory trend dealing with the issues above, but teachers should develop and intensify their concerns with regard to the diversification of the teaching materials which should include more topics dealing with intercultural aspects.

Key words: teaching materials, positive attitude, students' opinions
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2. Delceva- Dizdarevik, Jasmina & Stojanovska, Vera

Declarative goals or real practical use

In this work we are about to analyze the curriculum and the textbooks for the first and second cycle in primary education.

Our homeland is multiethnic and multicultural country. In this situation our young students are introduced with people of other ethnic societies, who live and work among them. For this cause we are analyzing the curriculum for the subject Science in the first and second cycle, and the textbooks for the same subjects. We are going to continue with analyzing of the subject History for fifth and sixth grade and the existing textbooks for it.

With this analysis it will be shown the real situation about the knowledge the students are getting for their country neighbor history, (we are speaking about the ethnic Albanians who live in our country). It will show if the educational goals are only declarative, or they are in real practical use.

Key-words: *curriculum, textbooks, history, neighbor*
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3. Kassoti, Olga & Kliapis, Petros

*Images of people living in neighbouring countries
in a group of 6th grade school children*

This study investigated the conceptions of 12year-old Greek schoolchildren about neighbouring nationals.

Purpose

Greek children are coming increasingly into contact with people from neighbouring countries, with the increasing human mobility. Thus, it is of considerable practical importance to understand how children's conceptions of foreigners are formed, since they indicate how children are likely to react to people from neighbouring countries when they encounter them. We identify the factors influencing the formation of the neighbors' image and focus mainly on the role of educational material, which is considered to be the most credible and valuable source of knowledge for children.

Methodology

Subjects were 259 6th-grade children from 11 primary schools in Thessaloniki. The majority held Greek nationality. The areas of the schools have a predominantly middle-low class catchment.

Children answered a questionnaire individually, about their knowledge and emotional disposition towards people living in neighbouring countries. Statistical analysis of the data followed in order to ascertain whether the responses of the children were associated with schooling or other external factors. We summarized our data with measures of central tendency and dispersion, frequency distribution and averages.

Results-conclusions

Evidence was found to support that, by finishing primary school, children will have acquired for each neighbour, both a cluster of descriptive attributes and a generalized affective response. Evidence also suggests that most of children's knowledge comes from sources other than the school. Obviously, educational material is only one of sources of information, but it is the one for which educationalists are responsible. Since other sources may include "political distance", which is a threat to relations of neighbouring people, the implications of these findings in regard to European human mobility are discussed.

In relevance with the results of the study, suggestions are made regarding strengthening the role of the educational material and processes on the subject.

Keywords: Image of the neighbour, educational material, emotional geography

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4. Legurska, Mirena

Research about the way that the teachers think about the educational documentation regarding the subject of Civic education

In this research I will convey the way that the teachers think about teaching the subject of Civic education in 12 grade for the teaching program, the expectations that the Country has and the student books. The aim of the research that took place is to find the way that the teachers think about teaching that subject which serves as the culmination of the course in the Bulgarian educational system. In the research took part 72 teachers – 15

men and 57 women, who teach Civic education. The results are not with scientific level but show the tendency that puts the ground level to think that they are valid for the most part of the teachers that actually took place in the research.

The information was gathered with the help of a question booklet. The contact with the teachers was trough internet. The research was send to the teachers whose emails are part of the unofficial network of the teachers in the subjects of philosophy or the teachers that took part in various trainings or with teachers that we know and with university professors. The results show that a change in the paperwork of the subject is needed. Various ideas how to do it were told by those teachers. Having in mind those very important conclusions are brought regarding the pedagogic way of teaching.

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5. Pejatović, Aleksandra & Orlović- Lovren, Violeta

Teacher training programmes as a reflection of our image

The analysis of 1002 accredited programmes within the ''Catalogue of Continuous Professional Development Programmes of Teachers, Pre-School Teachers and Professional Associates for 2012/2013 and 2013/2014 academic years" was conducted with the aim to identify the final outcomes, in terms of students' traits, which teachers should achieve on the basis of knowledge, skills and competences acquired through training. In other words, our intention was, on the basis of the applied research techniques of content analysis, to come to the answer to the question of what traits we want to develop with students via the education process, i.e, of what the image of the person is one aspires to via education.

In this descriptive research, the following were selected as sequences for programme analysis: general goals, specific objectives, content and activities of each presented programme.

The results of the conducted analyses indicate that, among other things, special emphasis is put on improvement of teachers' competences for the development of students' communication skills, with particular emphasis on empathy, assertiveness, emotional intelligence development, mediation skills in conflict situations, then violence prevention skills, especially in relation to bullying, abuse and neglect; then people who have a positive at-

titude to themselves, others and to life in general and who are not inclined to discrimination and who accept others who are different from them in terms of various features; people who have developed self-esteem and who show respect for others, etc.

Bearing in mind all the hardships the population of Serbia faced in a few decades back, it is also possible to interpret the obtained results of the analysis of accredited programmes as a reaction to such a situation, as an intention to change such a situation. In short, we can view these programmes as a response to educational needs of the citizens of Serbia.

Key words: teacher training; teachers' competences; students' personality traits; "our image".
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6. Yıldırım, Gülten

Turkish students' stereotypes related to Turkey's neighbor societies

Stereotype is a generalized thought or belief about a group people or society, etc. These thoughts shape our ways of knowing the world, other people as well as ourselves. People explain the world with reference to their stereotypes they gain in varied ways and generally behave in accordance with their beliefs. These kinds of thoughts work especially on our understanding process the social and political agenda of our country. In this context, the aim of the study is to determine Turkish students' stereotypes related to Turkey's neighbor societies and the sources of their thoughts. Because the stereotypes ensue in prejudice, this endeavor enables us to realize these kinds of thoughts and to have a chance in preventing these judgments to turn into prejudice. Cross sectional survey method was conducted to reach the goal of the study. The sample of the study comprised of 300 students attending secondary school, high school and university in İstanbul. This method enabled us to monitor the improving of the stereotypes in schooling time and to compare the acquisition ways of the students' beliefs. Data were collected by using a form included open-ended questions such as "According to you, what kind of people are the İranians" and "Could you give an event case forming the basis for your thinking". Data were analyzed in compatible with content analysis procedure. During the analyzing of the

data, firstly a general coding list was reached from the raw data. Secondly, the patterns of the students' stereotypes about neighbor societies of Turkey were determined with regard to the relations of the codes with each other. Lastly, the frequencies of the codes were calculated. Temporary findings of the study indicated that students had many stereotypes about neighbor societies. They attributed them with many words such as religionist, backward, ignorant and oppressor as well as friend. The results of the study will be discussed in terms of curricula and school textbooks.

Key-words: *Stereotype, prejudice, neighbor societies, Turkish students*
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11:10-11:30: Coffee brake

Friday, 11:30-13:30.
Room A – Ceremony Hall (Aula)

Panel 1. How Greeks are viewed by their Neighbours

1. 11:30. In Textbooks of Albania. Ismyrliadou, Adelais

The stereotypes, the attitude and the aspects of Albanians about the other neighbor countries remain about the same although with a few differences. The main thesis they are dealing with in the relation with Greece is the issue of the so-called "minority", namely the Greeks of Northern Epirus and their rights, as well as the issue of Tsamides. In regards with the issue of Turkey, Albanians consider Turks as conquerors only during the years of Ottoman Empire and this fact reflects the common past of Albania with the other Balkan people. Concerning the relation with the states that came from the partition of the former Yugoslavia Republic, they claim along with Serbians the state of Kosovo and also their rights on the republic of Skopje where Albanian minority inhabits. Common point of view in Albanian textbooks is the partition of Albania by its neighbor countries.
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2. 11:45. In Textbooks of Bulgaria. Toloudi, Fotini

The image of the Greeks in the contemporary Bulgarian school textbooks of history is directly connected with the formation of neighbouring coun-

try' s national identity. The majority of the expressed but mainly of the *inexpressible* references to the Greek people is part of the national narration for the development of the Bulgarian history.

This research examines two textbooks of history, which were taught in the Bulgarian schools during the academic period 2012-2013. The one of the last class of the elementary education (6th class) and the book of the last class of the secondary level (11th class), since in the 12th class the students must choose different courses for their entrance in the University.

In the books of both levels, the national struggle for the formation of a Bulgarian state, within it's borders will live peacefully all the Bulgarian people, it is presented in parallel with the Greek aspirations for the same cause; as a result, the interests of the two nations turn to be conflicting…

The research detects a significant difference in the narration of the same topics between the books of the two levels. The text of the uncompulsory secondary level (11th class) - without losing any step of its mainly cause: that's is the development of the national identity of the young people - allows the students to raise an additional speculation regarding these conflicting interests of the two nations.

In comparison to the Bulgarian textbooks of the 20th century – both revisionaries and communistics - it must be said, that the under research texts follow closely the methodology of the historical science in parallel with their endeavour to shape the national identity of the Bulgarian youth. …

3. 12:00. In Textbooks of F.Y.R.O.M.. Vouri, Shophia

Watching regularly the evolutionary course of school historiography in the Balkans during the last twenty years, I am glad that is given to me the opportunity to present, in the frames of the present conference, the remarkable changes (revisions, improvements, adaptations) that are reflected in the new High school history textbooks of [FYROM] (publication 2006 and 2011).

A first visible change is the selective adaptation of content and exterior structures of instructive material that are common with corresponding structures of European handbooks of history. This change is interpreted more completely if we take into consideration the political situation in which these handbooks were drawn up during the decade 2000, when the dialogue and the consultations round the prospect of integration of [FY-

ROM] in the united Europe were revived. In this frame, must be interpreted also the fact that the writing of new handbooks of history was assigned to teams of historians of the new generation - and in particular women, without the absence, certainly, of the representatives of old generation of authors of handbooks of the decade of 1990. The disparate authors, in the view of the common prospect to guarantee the rights of their countries in Europe, set aside the ideological-political oppositions and adopt a common frame of principles of writing and instructive approach of history, that respects those who formally are in effect also in other European countries. In other words, the selective adaptations of content and the common - with European- exterior structures of new handbooks of history of High school of [FYROM] reglect the effort of authors to align as much as possible more faithfully with the European specifications for History teaching (cf. Directives 1996, 2000, 2008, 2010) applying the spirit of political correctness that rules the political culture of modern Europe. The adoption of this spirit, as new tendency that is impressed clearly in the selectively adapted instructive material, is confirmed by two changes, compared to the old handbooks of the decade of1990: a) from the opening of content to the World and the Balkans, and b) from probing deeply into the National history with the elevation of nationality multiplicity through the incorporation of Albanian history in self-reliant thematic units from Antiquity until the modern season. However, on the substance, until which degree of readjustment of particular handbooks of history of [FYROM] in the new specifications of writing taking into consideration their degree of compatibility with what is today considered rule in the field of historical education (weakening of ethnocentric narration, distanced rational approach of martial events, refined speech, absence of negative reports in other populations, reject emotional tense, growth of critical thought, self-activity of student, interfering, varied instructive technology; variety of sources, supervisory material, questions, exercises, reminders, additional information, glossary, etc), also accompanied by the change of spirit that is diffused by the particular management of instructive material? It is a vital question to investigate. A potentially positive answer would presuppose certainly also the change of prism through which becomes perceptible the Nation.
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4. 12:15. In textbools of Serbia. Mavrogeni, Stavroula

After the collapse of Yugoslavia, the political and economic situation in the country created a series of problems in the educational system of Serbia.

Following the fall of the Milosevic regime, the country moved gradually towards the reformation of the educational system. Thus, the need to write new curricula and textbooks arose, most of which are used until today in Serbian schools.

The aim of the present paper is to examine the image of Greeks in Serbian history textbooks printed in the country after the dissolution of the State Union of Serbia and Montenegro in 2006. Through the study of curricula and textbooks of history, we will illustrate the way in which Greek history, from Antiquity until today, has been taught. Particular emphasis will be given to the way the history of ancient Macedonia has been presented. In addition, other historical periods of medieval, modern and contemporary Greek history, which have been subject to different interpretations by the historiographies of the Balkan countries, will be looked upon.

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5. 12:30. In Textbooks of Romania. Michail, Lacrima & Zoe Vazoura,

The presence of the Greek element on the Romanian territory, from the Carpathians to the Danube and the Black Sea, since ancient times until today is overwhelming.

In all areas of life, Greeks acted and excelled both in trade and in social activities as well as in literature, arts, religious life, and their participation in the field of the state administration, especially during the period of phanariots, was evident.

Common struggle of Greeks and Romanians, for the predominance of freedom and democracy in the Balkans, led the two nations up to the road of a common history with the same goals to enhance the cultural ideals as it becomes evident through school textbooks of Romania.

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6. 12:45. In Textbooks of of Turkey. Tsianakas, Evangelos

History textbooks are among the most practical and influential tools to spread propaganda about the people of a country. Balkan history textbooks are considered as 'guilty' of stereotypes and nationalism. The aim of this paper is to investigate the image of the Greeks, as it appears and as it is shaped through the Turkish high school history textbooks. A sample of

three approved textbooks which are currently used in high schools of Turkey and are compulsory part of high school curriculum are examined using the qualitative content analysis method.

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13:00. Discussion

13:15.

Friday, 11:00-16:00. Open Hall
POSTERS

1. Arslan, Ayşe

*Metaphors used for foreign language learning by
foreign language teacher candidates*

Especially in our country, the foreign language has come into prominence since 1980. This attention to foreign language reflects to teaching methods in education. The Metaphor has begun to be used not only as a new method of all this techniques, but also an instrument of Research.

This study tries to reveal the mental images (metaphors) of 363 foreign language preserves teachers who are enrolled in 8 different German education departments in Turkey and 14 Turkish as a foreign language trainee about *"foreign language teacher"* Thus, the problems affecting language learning and teaching were tried to be revealed and some solutions are offered by investigating the language teaching and learning process.

Also, the importance of metaphors that we use unwittingly in lots of areas was mentioned and metaphor concept and its usage in education were discussed.

Keywords: *Metaphor, foreign language, foreign language teacher, metaphor and education*

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2. Blandul, Valentin Cosmin

Aspects of communication of didactic message in learning process

Didactic communication represents one of the most important components of didactic process and it could be analysed in at least two different

ways. In one hand, didactic communication means to establish a positive relationship between teachers and pupils, based on empathy, cooperation, mutual respect and trust. On the other hand, communication in teaching activity could be considered like a way in which teachers transmit a didactic message / content to their pupils and they acquired and integrate it in their cognitive structure. In the present paper, we will show some results of a personal research, that intend to describe a few modalities by which teachers and pupils can communicate in learning process. Establishing educational objectives, selecting relevant contents or choosing effective didactic strategies. The sample was represented by 152 pupils from 4 inferior secondary level schools from Bihor county, Romania. The instrument was represented by a questionnaire composed from 20 items. The implementation period of our research was during the academic year 2012 / 2013. The obtained results prove that majority of teachers are able to establish and communicate for their pupils SMART didactic objectives, to select interesting and relevant didactic message for them and use interactive strategies to involve them in learning process.

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3. Korkmaz, İsa

An examination of the reading skills effectiveness

Quality of reading skill is a significant indication of students future academic life.

Because students reading skill is a very critical factor responsible for increasing their ability to learn and master large volumes of information. Reading enables the mind to think over objects of interests, which enable a person in making informed decisions. Reading expands students imagination and their knowledge about improvement of their whole personality in terms of cognitive and emotional development. To become proficient readers, students need to engage in reading both inside and outside of school. Students need frequent and consistent opportunities to read widely to develop familiarity with the ideas, vocabulary and background knowledge of thexts. Students build knowledge through being read to as well as through independent reading.

In this study it was aimed to examine the effectiveness of reading on students test scores. The method of study was experimental and to compare

four glasses test scores. The study was longitudinal and taken four years. It was started at the middle of first grade (school year of 2008-2009) and until the end of fourth grade(2011-2012). One glass was experiment group that each student was responsible 70 books that were redacted of world literature classic, fable, etc. Other three glasses (control group) were focused on tests and all of them were used multiple choices tests for measurement and evaluation.

After analyzing data, the results indicated that there were no significant differences between experiment glass and other three glasses scores of language, mathematics, social studies and science and technology. Even though all four glasses (experiment and control) scores were close each other, the students of experiment glass have read, discussed and analyzed 70 books. In fact they gain critical and creative thinking skills.

Key words: *reading skill, elementary students, reading study*
…

4. Margaritoiu, Alina & Simona, Eftimie

*The influence of the alterity towards the school integration
of children with special educational needs*

In Romania, the policy of educating children with special educational needs (S.E.N.) is not yet well popularized among all school actors and we can observe the persistence of unfavourable mentalities and prejudices towards mainstream schools. The alterity –the educational actors (especially teachers and parents)– through their mentalities and attitude has influence on assuring equal chances for education to all children.

General aim and objectives of present research:
Our paper analyzes the results of an investigation on 30 teachers (preschool and primary school) concerning the causes of difficult acceptance or even exclusion of children with S.E.N. from 3 mainstream schools from Prahova county.
The research objectives were to identify teachers and families' attitude (both children with S.E.N.' s families, and healthy children's families) towards the school integration of children with S.E.N. in mainstream schools, the reasons for parents with children with S.E.N. to choose mainstream schools,

parents' perception towards causes for learning difficulties of children with S.E.N., and the relationship between teachers and families.

Research methodology:

We have used as methods documents' analyze and focus group with teachers from mainstream schools.

Results and conclusions:

An important finding of our investigation was that one obstacle for school integration is negative attitude of healthy children's parents. Another significant finding indicates that mainstream schools' teachers consider that the lack of differentiated and individualized learning programs represent one of the most important causes of learning difficulties for children with SEN (80%).

The results of our research indicate the need of elaborate and implement counselling programmes for parents with healthy children in order to accept children with S.E.N.

Key-words: *alterity, integration of children with S.E.N.*

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5.Nikodinovska- Bancotovska, Suzana & Koteva-Mojsovska, Tatjana

Educational process and continuous child development through the preschool and early school education.

6. Özbek, Gökçen

Developing universal values through the relation between Art and Drama in Education

Art, as the expression of aesthetic sensibility, is the key factor by means of which a person adjusts his subjective feelings and emotions to the objective world. As Artut stated in 2007, parallel with this, art educates people for a much more peaceful world by giving great importance to the issues like otherness, alienation, peace, cultural diversity, intercultural understanding, responsibility and being global citizenship. In this regard, drama, both as a method of education and as a artistic subject in curriculum, with its goals

and techniques, is a crucial methodology to support art education.

Considering the strong relation between art and drama in education, in this study the 3rd goal established by UNESCO for Art Education in Seoul Agenda (2010) is selected as the starting point. That is using art to "contribute to resolving the social and cultural challenges facing today's world" (UNESCO, 2010, p.8). In order to "enhance the creative and innovative capacity of society," the method of drama is used in order to enhance the following issues: otherness, peace, cultural diversity, alienation, intercultural understanding, responsibility and being global citizenship.

In this study, the qualitative research methods have been conducted in order to study selected issues, cases or events in depth. In this progressing research, the preliminary results revealed that using drama method is helpful to develop universal values, aesthetic understanding, and wider world perspective which we need nowadays.

Keywords: *Otherness, Alineation, Drama in Education, UNESCO, Art Education.*

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7. Savcheva, Marieta

*The day of Slavonic literature and culture in a festive
school calendar and fine-art activities of the pupils*

This report is dedicated to teaching and learning in the classroom and national celebrations in the schools. The Day of Slavic literature and culture is the brightest Bulgarian holiday connected with the creation of the Cyrillic alphabet. His record in bulgarian schools is preceded by a long and serious preparations for the artistic expressions of the pupils. Organizing exhibitions, conducting contests, happenings, performances, installations and other is a part of the festivities. There has been special role of brothers Cyril and Methodius and their students in the development of Bulgarian culture. Training is reflected in iconography associated with display of the characters. Presented different spellings and interpretation of the Slavic alphabet. Described are good pedagogical practices and interactive forms of education in Bulgarian schools.

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8. Spahiu, Isa

*The importance of language, memory and
bilingualism in language acquisition*

The process of learning to speak (language) is one of the most important things of ealy childhood. Within some months children move from saying single words to longer sentences and from a small vocabulary to one that grows by six new words per day. Language is our main, principal mean of communication. Language tools mean a lot, new opportunities for social understanding, for learning about the world and for sharing experiences, needs and pleasures. On the other hand, in order to understand how we learn, it is first necessary to understand something about how do we think. Without a good memory language learning would simply be impossible and as a result humans development as well. Memory is undoubtedly one of the most important concepts in remembering things, in learning, be-cause, simply, if things are not remembered, learning can not take place. In this paper, we tried to describe and explain it in details in a psycholinguistic point of view. We focused our research on the importance of language as one and the best known way of expressing ourselves and communication, memory as the main factor of learning and remembering, and bilingual-ism as an advanced from of the both above mentioned things. Language is the main mean of communication. It is the primary way of expressing our thoughts, ideas and emotions. Even though it looks like a simple natural process, the acquisition of a language takes time.

Key words: *memory, bilingualism, language acquisition, L1and L2.*
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9. Sredovska, Ekaterina & Boiadjieva Nely

Intercultural interaction through project activity in school

The accession of Bulgaria to the European Union provides many opportu-nities and challenges to Bulgarian citizens. In this context, the education in the country has the particularly topical issue of instilling respect and toler-ance for differences, acceptance of cultural diversity and the preparation of young people for intercultural interaction.

This report aims to prove the hypothesis that young people will become

more tolerant of diversity, would be interested in other cultures and would have desire for knowledge through their involvement in the project activities with an intercultural focus, since they allow active participation, learning through experience and interaction with peers in the context of intercultural dialogue. It highlights the key role of extracurricular activities within a project that effectively complement formal education in achieving intercultural education. The text describes pedagogical experiment aimed at conducting project activities with an intercultural focus, organized by the guidance counselor at school in the town of Buhovo located on the outskirts of the capital. The report also presents the results of the analysis of a survey of participants' feedback. As a result, the study outlines the benefits to adolescents about intercultural education as their knowledge of the foreign and their own culture, acquisition of new skills and knowledge associated with the countries of Europe and the world and their specificity and culture, and the real contact with peoples from foreign origins. It is interesting to monitor the effects of intercultural projects on construction of patriotic awareness among participants and to overcome prejudice and to combat stereotypes associated with foreign culture through the intercultural exchange.

Key-words: intercultural interaction, project based activity, intercultural education, cultural diversity, tolerance, foreign culture, prejudice, stereotypes. …

10. Suditu, Mihaela

At the border between students and career debut: reflection and action

The present study is based and starts from the worries, concerns , vulnerabilities and questions students in their final year have regarding the way they will be capable to perform in the field they were trained for.

The effective teaching requires more than learning/acquisition of specific skills. One needs to know how to adapt the educational requirements to the psychological particularity of the age, but also to the particularities of the class; one needs to understand the explicative psychological theories of the learning and teaching in order to integrate and develop them in individual didactical strategies. More than that, more than literacy, knowing to stand in front of a class, means to feel what is developing, growing, is alive in the class with pupils with a fresh and up-to-date thinking. And

afterwards, as a continuous reflection of these accumulations, to be able to enrich your own teaching learning strategies.

Our study is based on a focus group applied to students in their third year for the course Educational sciences, from the Petroleum-Gas University from Ploiesti. The set of questions that represents the base of the interview concentrates on the weak points, on the vulnerabilities that students have in their training – both scientific but also psychological, emotional – for their effective professional live.

- How the first encounter with pupils will be?
- How do I cope in my relations with parents and with their educational requirements
- How to handle the problems that can arise in the class
- How do I cope with my emotions?
- What if pupils will reject me?
- How do I fill in the scholar documents?
- How will I be received among the experienced teachers?
- How children react towards me?
- Do I fear failure?

As an answer to these concerns, we propose at the final of our study a plan, structured like a guide, as a way to acquire a good scientific but also personal and emotional grounding, for the young teachers.

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11. Szekely, Cătălina

*Educational policy of the Romanian government
in the context of EU accession*

After the events of December, romanians governments have made efforts to establish a state of law. Our society is changeling, so the public structures must be prepared for this phenomenon and government policies aimed at adapting Romania for EU membership. In this context, educational legislation has been repeatedly modified in that way complicating the reforme of the system. This paper is a study to analyze different theoretically and practically aspects on the romanian educational policy in the context of EU accession

Key-words: *state of law, educational legislation, reforme*

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12. Velkovski, Zoran & Rizova, Elena

*European educational documents and treatment
of illiteracy of adults in F.Y.R.O.M.*

It is indisputable that today il(literacy) is one of the biggest challenges that world is facing today, because of its strong correlation with the society development. Lots of initiatives and international projects are being carried out in order to eradicate this "lack of basic skills educational epidemic", because it has direct or indirect influence on personal and societal progress of individuals and societies. Hence, Europe is facing changes that are comparible only with industrial revolution from the XIX century. Modern living, together with trade, travel and communication has widen human horizons and brought people more chanses of choise, but on other hand bigger challenges and fear of unknown. So that people without basic skills of reading writing and calculating are left on the margins of society, struggling with all of every day life brings.

The goal of this paper is to discover how much European and world recommendations and initiatives for literacy of adults carried out trough institutions like UNESCO, UNDP, UNICEF, EAEA, European Commission and the World bank are implemented in educational and legal documents in FYROM: Law of adults education, Strategy for adult education (2010-2015), National program for educational development of adults in context of lifelong learning (2005-2015), etc. Trough document analyses, we'll discover FYROM educational aspirations for handling the problem with illiteracy of adults and their compatibility with European and world educational documents, so that we can trace our educational path to EU.

Key words: literacy, challenge, EU, educational documents.
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13. Cevik, Yildiray

 "*The Self vs. the Other*" *in the cultural milieu in Henry James' Travel Novels*

Few novelists of the nineteenth century wrote more about European cities than Henry James. The exterior image of main European cities is completed by their reflections as one of his main tendencies and aspirations was to internalize scenery and action within the clashes of European cultures.

He chose to judge France morally and culturally as exponents of civilized values, while Italy represented aesthetic values that led to the conflicts of 'the self and the other', as 'the other' sometimes being composed of inexperienced Americans who got assured that one of the responsibilities of being an American was fighting against the superstitious valuations of Europe and who got eventually educated in their travels about the ways of the world. In his international novels James builds the image of France and Italy through eyes of the American characters that travel in these countries. For the 'inexperienced' and sometimes 'deceived' Americans France is an imagined civilization and historical tradition, whereas it is also a land of corruption and cynicism juxtaposing 'the self and the other'. This paper endeavors to highlight the moral and cultural clashes from the perspectives of both sides as reflected mainly in his travel novels.

Key Words: *Self, the other, superstitions, culture, values, France, Old World, tradition*

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13.30-16.00: Brake – Lunch

Friday, 16.00-18.00: Room A – Ceremony Hall (Aula). Oral Presentations - Discussions

Session 5: School Textbooks: Language, Literature, Social and Political Education, Environmental Studies, Geography and Religious Education

1. Akritopoulos, Alexandros

The image of the "other"in the "Anthologies of Literary Texts" of Greek prime education

In the last years we become witnesses of thrilling worldwide events. Wars with their tragic consequences, the unequal distribution of wealth on the planet, the economical crises and globalization, the political conflicts also have accumulated problems, such as immigration, trafficking, infringement of human rights, etc.

Children's Literature in Greece has been the sensible intellectual area in which similar social and intercultural problems have constituted a matter of work and creation; addressing to children not only to offer them pleasure but also ideas and thoughts, is a means of socialization and a way to render them sensitive to all these intercultural problems. In the other hand, historically (1945) it is known that UNESCO in order to confront attitudes, stereotypes, and prejudices in school books, had formulated that "Wars begin into the mind of peoples. If someone wants to prevent wars, have to change the mind of peoples". Literature is the art that allows us to reflect more deeply on life, on ourselves and on others.

In this paper we will present the image of the other/Neighbour in the Anthologies, the school Textbooks of Literature in Greek Prime Education, which are in use since 2001 (for 5th and 6th classes) and 2006 (for lower classes, 1st - 4th). The method analysis of the texts is the content analysis. At first, we will shape a general categorization of the other, according to identities (national, racial, religious) which is represented into the texts. After the general categorization of otherness, we will study the specific way of representation of the other, and these will be the real data of our research. And finally, we will interpret the data in order to show the image of the other, the positive, negative or neutral one, as it is depicted in contemporary school Textbooks of Literature.

Key- Words: *identity, interculturalism, nation centrism, racism, xenophobia, attitude, stereotype, prejudice.*

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2. Hassekidou- Markou, Theodora; Markou, Elizabeth and Markou, Petros

Representations of the "Other"/the Neighbour in literature school textbooks at High School

It is a fact, and the international research shows that school textbooks play a vital role in the educational process and are the main educational material for teaching. Book content, which is one of the evaluation criteria, is adapted to the requirements of the state, at least in the Greek educational practice, but also brings along the ideological stamp of their authors. Textbooks strongly contribute to the socialization of children shaping at-

titudes, perceptions and values. It is therefore very important to promote the principles of equality, freedom, justice, acceptance of the other and the different, tolerance, respect for human rights, while preventing their references to culture stereotypes and outdated views. In this context the books of Literature, containing poetry and prose texts that depict situations of social reality, contribute predominantly to define models, identities, attitudes and perceptions. The purpose of this paper is, studying the books "Texts of Greek Literature" which have the child as a theme and as a hero, to detect children representations and identities using the method of content analysis. The conclusions of this study will contribute to further deepening of the sensitive and crucial matter of relations among Balkan countries.

Key words: *other-diversity-culture-stereotypes-tolerance*
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3. Makazlieva, Eli

The concept of the modern textbook in "Learning about the Environment" for the three first grades in primary school

This paper analyzes textbooks used in first, second and third grade of primary school in Macedonia for the school subject "Learning about the Environment". The findings presented are based on a survey conducted among teachers in primary schools who were interviewed after having used the textbooks analyzed for five years in their teaching. The detailed analysis of the textbooks follows a number of parameters, namely their correspondence with the subject curriculum, the content of the basic text, the presence and quality of adjoining questions, exercises and activities for pupils, the presence of additional information and instructions, the extent to which the language is adapted to the age of pupils, the quality and correspondence of the design and illustrations to the age of pupils, the textbooks' compliance with scientific standards, the educational function, etc.

The conclusion for all parameters is that the textbooks adhere to all the standards for modern textbooks, are well adapted to the pupils' age, containing activities that motivate students, incite them to discover, make connections, conclusions and comparisons, to research on their own, as well as memorize and expand the knowledge provided in the textbooks.

The educational function of these textbooks is incorporated in the con-

tent through various topics and approaches, one of which is education on multiculturalism. In the first-grade curriculum of "Learning about the Environment", children are introduced to multiculturalism, are taught to respect their own and other cultures, and their knowledge is further expanded and deepened in the second and third grade. For instance, the topic "The place where I live" includes a teaching objective for children to get to know the cultural diversity of their immediate environment.

Key words: *textbook, modern concept, curriculum, learning about the environment, primary school.*

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4. Milenkova, Valentina

The image of the Other/Neighbour in the Social Studies textbook of Bulgarian

Education is a basic agent for social and cultural integration. In this aspect the main role is designed to school programs and textbooks as a decisive factor for creating the attitudes to the issues of mutual understanding and diversity as well as the knowledge for the real environment.

The objectives of the present paper are oriented: 1) to analyzing the context of social study textbook "World and Personality" designed for 12th (last) grade of mainstream Bulgarian school.

2) To present the views of teachers and students on the study content towards the other/neighbor.
3) To focusing on basic deficits in education on the topic of acceptance the other and diversity.

The basic methods: The First method is content analysis of the topics included in the textbook "World and Personality". The focus of the study is to present issues connected with the Other/Neighbor as: "Balkan countries", "Homo Balkanicus", "Identities and Conflicts in Balkans", "Local, national, regional"; "Europe and regionalism"; "Stereotypes and recognition of the other". In the paper is studied also the pathos of the relevant lessons, what are the suggestion and impressions under the content of the topics.

The second method is conducting of In-Depth Interviews with: 1) teachers taught the social studies classes; 2) students from 12th grade of mainstream Bulgarian schools, presenting their evaluation on designed topics in study contents.

The teachers will assess how these lessons create basis for cognitive and emotional resources of attitudes to the other and neighbor.

The outcomes: The study content of Bulgarian textbooks is oriented to creation multicultural attitudes, mutual understanding and tolerance, knowledge for the other and neighbor, recognition diversity. Sometimes the school textbooks are in contrast with the social reality. Following the creation multicultural educational space and attitudes to recognize the other and neighbor is the way to support European values and dignity of the people.

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5. Moschopoulou Aikaterini

The approach of the image of the other through the child's rights recognized in Greek language textbooks in the Greek primary school

The focus of this study is to investigate the school textbooks of Modern Greek Language particular emphasis being paid on the search via their content of the level of emergence of the child's characteristics through child's rights that have been recognized. The research focuses on the specific school textbooks because they are utilized at the most during schooling and also, as they constitute the basis for the linguistic transfer of values and attitudes which are used in all subjects and in the majority of teaching activities and actions. In addition, those textbooks contribute significantly to the development of the child.

"Content analysis" is considered to be the most suitable method to conduct this study. This method is selected as it ensures a precise description of the research area of the language. More specifically, it places in the text various questions whose aim is the quantitative classification of information located within it. That is why it is needed to be used certain sub-divisions which called the units of this method. In this case the description of the textbooks is based on the smallest unit generally applied in content analysis, the word.

Both the boy and the girl are presented without personal life and limits on their personal freedom. Each of them stands as a self contained unit whose private initiatives and decisions of his/her relatives may define evolution in his/her life. They are not rendered as a fixed member of the cultural life of a country. They believe in the Christian religion. They care for the

cultivation of their spirit, their body and their soul but without the State's support. They remain exposed to risks, because they are unprotected by the State supervision. The democratic settlement of potential offenses has not ensured. Orphans, refugee children, children minorities and children with special disabilities appear to be pretty substandard. The boy is recognized as the strongest of the girl helping to maintain the relevant social norms.

Key words: *teaching, Child's characteristics, textbooks, language*
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6. Tsekou, Aikaterini

The image of the Balkan peoples in the secondary education's textbooks of religious education in the period between 1974-2011: A timeless research in the light of Pedagogy of Peace

This research is part of a wider one conducted as a doctoral thesis at the sector of Pedagogy of the School of Philosophy and Education in the Aristotle University of Thessaloniki.

Taking into account the basic acknowledgement that religious education aims at boosting people's morale and theoretically based upon the Pedagogy of Peace, the International Research of School Textbooks and the corresponding political approach of the religious education, I have been researching –both vertically and horizontally- the image of the Balkan peoples in the Secondary Education's textbooks of Religious Education in the period between 1974-2011. I consider such investigation extremely important because it contributes to the creation of the identity of the orthodox national "self"-contrasting it with the omodox and heterodox national "other"-and, secondly, because it moulds attitudes and can possibly determine the quality of future relationships between neighboring peoples. Eleven (11) textbooks of Religious Education of Junior and Senior High schools of the period of the political changeover are the object of the research work. The method used, is the qualitative content analysis, with which I explore, firstly, the cultural and ecclesiastical relationships between the Greeks and Slavs (Bulgarians, Serbs, Russians, Albanians, Romanians) as omodox national "others", and secondly, the culture, the religious origin, the characteristics as well as the relationship with the Orthodox Greeks of Turkish Islamists as heterodox national "others". The analysis reveals that

the negative image is mainly associated with the Turks unlike the other Balkan nations whose image is neutral or positive. At first sight, this remark appears to be due to the fact that the examined textbooks of the Religious Education of the above-mentioned period function as orthodox national, equating the nation with the religion and thus separating the nations into omodox national "friends" and heterodox national "enemies".

Key words: pedagogy of peace, school textbooks of religious education, orthodox national "self", orthodox national "other", Balkan, national identity.
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Friday, 16:00-18:00: Room B. Oral Presentations - Discussions

Session 6: Intercultural Education

1. Arnaudova, Violeta; Angeloska-Galevska, Natasha & Mustafa, Avzi

Value orientation of future teachers in relation to gender and ethnicity

Studying of the system of values has a great importance and relevance nowadays. Ongoing changes in the society require permanent research of the social and human values.

The purpose of the research is to determine the value orientation of the students - future teachers, to assess the hierarchy and importance of each value and to discover the differences in self-ranking of values in relation to gender and ethnicity.

Methodology

The empirical research was implemented in April and May 2013. The sample is stratified and consists of 100 Macedonian students from the Faculty of Philosophy in Skopje and 70 Albanian students from the Faculty of Philology in Skopje and the Faculty of Education in Tetovo. To examine the structure of values we used the Schwartz scale as a psychological inventory with 29 descriptions of human behavior in everyday life. The respondent has to estimate how much his/hers features correspond to the given descriptions and to mark it on the five-degree scale. Data are analyzed with adequate quantitative procedures from the descriptive and inferential statistics.

Results – Conclusions

Collected data give us information for the following ten types of universal values: security, hedonism, conformity, achievements, power, tradition, benevolence, universalism, self-direction and stimulation. The results are compared with those gained in a similar research made in the year 2000, providing a glimpse into how human values have changed between 2000 and 2013. Related to ethnicity, difference was statistically significant ($p<0.05$) only in some types of values, such as: security, hedonism, conformity, tradition, benevolence in favor of Albanians, and achievements, self-direction and stimulation, in favor of Macedonians. Regarding the gender as a variable, difference was statistically significant in favor of the 'security' of the male students.

Key-words: *Value scales, value orientation, students, gender, ethnicity*
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2. Hočevar, Andreja

How public kindergartens in Slovenia educate children about diversity

In our paper we will present how Slovenian preschool curricula (Kurikulum za vrtce 1999) deals with the question of diversity and what kind of suggestions about the treatment of immigrant children we can follow in the document entitled "Guidelines for inclusion of immigrant children to kindergartens and schools" (2012). In Slovenian territory we have always been witnessing individuals and groups of people immigrating from other cultural environments. As they were becoming part of our social environment, the latter has also been shaped by the influences of other cultures. In this article we are going to analyse new professional recommendations which focus on comprehension and instruction about diversity in our educational system, particularly on the level of preschool education. We are going to closely examine aforementioned Guidelines with particular emphasis on directions they provide considering diversity and differences in public kindergartens – the main question will be whether they treat "otherness" only in terms of relation of majority population towards "different others" or does it also include the question of our own "diversity" in relation to those who we perceive as "different"?

Key words: *curriculum, preschool education, otherness*
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3. Marcheva, Penka

*Intercultural education - a dialogue between the
musical traditions of the different peoples*

DESIGNATION OF THE RESEARCH

The designation of the present lecture is to hold out some opportunities for adding the children's musical experience through execution the ideas of intercultural education.

A starting position in this process is the children's communication as with the native folklore heritage, as well with the musical traditions of other ethnical groups and nations.

The object of research in the present publication are the textbooks for fourth grade in Bulgaria.

A principal pedagogical activity is the perception of some musical folklore patterns with different national origin .

A principal pedagogical aim is through the foresaid activity to answer needs of widening the musical experience of the modern children , contributing as confirmation of their cultural identity, as the development of their understanding the musical traditions of other ethnic groups and nations.

Principal notions in the present publication are musical experience (musical thesaurus), intercultural education, musical perception and rationalization of musical patterns, musical language.

PRACTICAL-APPLIED SIDE OF THE RESEARCH

In practical- applying aspects are displayed the opportunities of the curriculum in the 4th grade for enrichment the children's musical experience regarding the musical traditions of different ethnos and nations.

CONCLUSION

Center of the process of adding the children's musical experience is the cognition as of the musical culture of the native country, as well of the musical treasure of other nations. The choice of musical perceptions activity for children's adding of intercultural musical views is prompted by the nature and properties of the musical language.

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4. Mitropoulou, Vasiliki; Rantzou, Maria & Anagnostopoulou, Maria

*Intercultural education in the curricula of the
Greek school (elementary - high school)*

The last years, the arrival of a large number of families coming from cul-

tural minorities in our country, had as a result significant changes in the composition of the student population in the Greek schools, which created the need for new teaching approaches and new educational goals. The school is called today to manage the ethnocultural diversity, thus ensuring that all students will have the possibility for a successful school attendance and a normal gradual social integration.

The current Curricula for Compulsory Education (Inter-Curricular Curriculum, 2002) proposes, among the general principles, the enhancement of both the cultural and linguistic identity of the students, within the frame of multicultural society. Similarly, the New Curricula within the Action "New School - School of the 21st Century" (pilot project, 2011), promotes, among the basic principles, the education of the students without social, economic, educational, religious or cultural discriminations and inequalities. In both cases, it can be seen the intention for the revealing and promotion of the principles of intercultural education within the pedagogical framework where the Curricula are implemented.

In this research work are examined thoroughly all the disciplines of both curricula (Language, Mathematics, Physics etc.). Specifically, it is investigated, through the cognitive content, the learning objectives and the proposed activities of scientific objects, as well as through interdisciplinary projects and teaching scenarios, the method and the extent of management of cultural diversity and how the two Curricula meet the principles of intercultural education.

The investigation is carried out with the method of content analysis, from which will be drawn and used, as units of the analysis, words, sentences, paragraphs and texts, which, in turn, will be integrated into relevant categories. Then an attempt will be made to compare the findings in order to determine which of the two Curricula focuses and promotes, to a greater extent, the principles of intercultural education.

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5. Pavlovic - Breneselovic, Dragana & Zivka, Krnjaja

*Multiculturalism in the regulative and programme
documents of preschool education in Serbia*

The interculturalism and a support to the multiculturalism are important dimensions of the preschool education quality. This paper deals with the

issue of how much support and space the existing normative and programmatic documents provide for support multiculturalism and interculturalism in the preschool education in Serbia.

The research method used was the content analyses based on the constructed matrices of analysis. The sample of analyse included the *National preschool education strategy 2020*, *Preschool Education Law* and *Preschool Curriculum Framework*.

The results show that the Strategy does not directly deals with the issue of multiculturalism and interculturalism as values supported programmatically and in a systemic way. Multiculturalism is represented only as the recognition and respect of the certain specifities of the different cultural and ethnic communities and the right of this communities for preschool education on their languages. In the Preschool Education Law issue of multiculturalism is covered by the principle of authenticity and respect of cultural specificities. However, the principle of authenticity is not elaborate through the following articles. Multiculturalism is explained only as the right of the minorities to the preschool education in the respective mother tongue and the right to the particular and specialized programs that foster the national minorities' language and culture. In *Preschool Curriculum Framework* multiculturalism as the democratic practice is not postulated and elaborate. In this document, multiculturalism remains on the level of certain contents and learning about other cultures. Cultural diversities, respect for difference in general, different languages and cultural practices are treated in a monocultural way that does not provide sufficient support for development of interculturalism

Key words: *multiculturalism, interculturalism, preschool education*
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6. Tourtouras, Christos & Tsiakalos, Giorgos

Gypsy children in the Greek educational system.
An overall picture of their school career

Undoubtedly, the image of the "Other", as it is formed and also reproduced through the school texts in the individual educational systems of various Balkan countries, is a matter of great significance.

However, it constitutes a further challenge to exhibit a dimension of an

"Other" that seems to be a common factor, a common cultural experience for all the Balkan countries: the case of the Roma (Gypsies) population.

We anticipate that this specific population is constantly ignored by the official policies in our country, just as it is probably ignored by official policies in other Balkan countries. Thus, the total social exclusion of Roma people, despite the various declarations on human rights, led us to investigate the possibility of repetition of this phenomenon of exclusion in the education of their children.

Thus, the present study focuses on the education of Roma children. On the basis of the concrete research (working) hypothesis, that these children present a much higher percentages of school failure and early drop-outs than the rest of the students, a quantitative content analysis was conducted on the school texts of two main academic fields in the curriculum of Greek elementary school, i.e.: the field of "Language", and that of "Study of the Environment". The same analysis was also conducted on the school texts of "Anthologies" which provide a supplementary linguistic material. The goal was to collect all references to Roma people. Subsequently, the complete absence of relevant references led us to a quantitative data collection in relation to their children's school career, with the aim to clearly show a hidden reality, not only in Greece but likely in all other Balkan countries as well. Therefore the main purpose remains to provoke further general reflection, in order to conduct comparative research in different countries of the Balkan.

The research was conducted in the urban area of Thessaloniki and specifically the 3rd High School and 2nd Comprehensive Lyceum of Menemeni. These schools are entirely composed of Gypsies and few immigrant students and located in the area Dendropotamos which houses the largest settlement of Roma in the city. Quantitative data regarding the school career of Roma students was sought from the files of the above schools, including final scores in elementary school, scores in High School and Lyceum, frequencies and types of stagnation, drop-outs, results of access or not to tertiary education. The research population included 4 student cohorts (student generations) of Roma children with first entrance in High School from 2006-07 up to 2009-10. The same procedure was also applied in the case of the 3rd High School of Kordelio, another area with a Roma settlement, although much smaller than the one of Dendropotamos. In this case the research concerned the total of Roma students of the school during the period from 1989-90 up to 2012-13. The size of the research population

was 177 Roma students. The statistical analyses of data were executed with the SPSS.

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7. Tsironis, Christos

Intercultural communication and European identity in a pluralistic world. Discourse, policies and educational challenges

The European Union has been constructed as a modern way of political association based at a certain extent on the conception of a European identity as a great cosmopolitan narrative. People of the EU countries became fellow citizens through political acts that have been planned to create conditions of citizenship and feelings of belonging. Contrary to the common memory of conflicts, a common identity project has been initiated. Within this frame, the Balkan societies have been in a process of political and educational re-organisation: old stories and new narratives are forged into new shapes.

The European citizens are now called to overcome obsolete views that have been constructed through methods of educational and political indoctrination. Very often the "image of the Other(s)" was based on social representations of enmity. Nowadays, the educational strategies offer to deconstruct the stereotypical views on national identity and to persuade people to communicate and cooperate without feelings of mistrust.

Within this scope, the rhetoric of the official political and educational texts ended up in a vague understanding of intercultural communication and the "European identity". Both concepts have been placed in the centre of political interest, while the respect for national policies has always been a sensitive issue.

The current conditions, including euro-skepticism, political apathy, xenophobia, and economic failure pose new political and educational challenges. What has been perceived as a constructed European identity seems to be under construction again. A new "peripeteia" for the Europeans has just started, if the earlier one ever stopped.

In accordance with the above, the role of intercultural communication policies will be critically presented as pivots of the EU identity-building process and questions on the congruent educational strategies will be posed.

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Friday, 16:00-18:00: Room C. Oral Presentations - Discussions

Session 7. "Self and Others": The national "self", the national "enemy", and the national identity

1. Konstantinidou, Efthalia

Facts and emotions in the construction of the national self and the Balkan neighbour/other in the new history schoolbook of the 6th grade of the Greek elementary education

My aim in this paper is to discuss the patterned way facts and emotions are constructed in the new history schoolbook of the 6th grade of the Greek elementary education and its rhetorical consequences in imagining the national self and the Balkan neighbour/other. As emotional language is associated with evaluation, its careful amalgamation with factual language is important for history teaching as a way for deflecting eventual criticism as being prejudiced against the national other. My analysis draws upon the sociopsychological theorizing of identity as discursively constructed, that is, as not existing outside language. From a methodological point of view, it is extended from micro- to macro-level, including the analysis of textual, genre and discursive practices. Textual practices are defined as the particular lexicogrammatical choices for constructing meaning, genre practices are defined as the particular combination of textual forms (narrative, historical sources, and questions) in producing the history schoolbook as a multimodal text, while discursive practices are defined as the mobilization of historically produced discourses. In my analysis I attempt to show that in this new history schoolbook, amalgamated with a factual language, emotional language is used for constructing a positive image of the national self, while it is avoided when the Balkan neighbour/other is at issue. From this perspective and drawing upon the Foucauldian notion of governmentality, the amalgamation of factual and emotional language in school historical discourse can be considered as a practice of governing, that is, as both creating and regulating, national identity in education.

History textbooks, national identity, discursive social psychology, governmentality

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2. Kotopoulou, Aikaterini

The image of the national "self"
and the national "other" in the new history textbooks
in elementary school

Modern Greek society is undeniably multicultural. That sets new, challenging expectations from the Education and the approaching of the ideologically charged subjects, such as History. Since the school textbook still constitutes a basic source of knowledge for both Teachers and Students and holds a vital role for the socialization of the young people, it is crucial to examine in what way the Greeks and the other nations, especially the nearby ones, are presented, in an effort to understand how the historic memory and the national identity are shaped.

During the school year 2006-2007, new History textbooks were introduced, which, according to the officials, could correspond to modern needs and requirements. However, the textbook for the last year of Elementary school stirred up so many reactions that it was withdrawn and replaced. All these books and workbooks, along with their pictures, were the material of this research in order to ascertain whether the new textbooks meet the standards of Peace Pedagogy and encourage critical thinking.

The Method that was used was the Qualitative Content Analysis. Firstly, the research questions were set and the relevant material was collected and extracted. Afterwards, deductive categories were produced and Mayering's "structuring" technique was applied. Under each category the relevant material was described and paraphrased and the most relevant extract was quoted.

The findings of the research indicate that the new History textbooks have at their core the Greek nation, from the ancient times until the recent years, with many references to personalities who left their mark in History. Additionally, the textbooks present the domestic policy, the evolution of the state, cultural achievements and focus on the foreign policy where the national "self" interacts with the "other" yet, it is clear that the new textbooks try to get rid of the nationalist residues of the past.

Key words: *History textbooks, Elementary school, National "self", National "other", Peace Pedagogy, International Textbook Research, Qualitative Content Analysis*

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3. Loizou, Natalia

*The image of Balkan neighbour through the history
curriculum of Greek primary education*

The educational reform, which started in 2007, in Greece, brought many changes in the context of primary education. According to the philosophical background of the primary national curriculum, educational aims follow the guidelines of European educational commission. The purposes of primary education are skill and competence acquisition that meet social, economic and technological challenges of our time, so as students will be able to adjust and follow rapid changes. One of the goals of Greek primary education is mutual respect towards different cultural identities. Curriculum is the main vehicle for the achievement of the above goal, thus, school textbooks that constitute a very important part for curriculum development can contribute to curriculum's work. Therefore, the history curriculum, as well as history school textbooks are not expected to shape and reproduce negative attitudes, superstitions, enemy images and stereotypes. The present study aims at the exploration of the primary school history curriculum in order to determine in what degree its context and goals are consistent with the European educational policy for history teaching. In addition, the study will examine the image of Balkan neighbour as seen through the history school textbooks, and if they shape or reproduce superstitions, enemy images, negative attitudes and stereotypes.

key- words: curriculum, school textbooks, History, Balkan neighbour
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4. Mastoris, Vasileios

The image of the other and the mirror of self

At the work of Viziinos "Who was the murderer of my brother," the writer's antipathy towards the Turkish element is not only explicitly stated, but, in the end, the murderer of the narrator's brother - even involuntarily - will be proved to be the young Turkish, whom the narrator's mother nursed and took care essentially as a substitute for her son, hoping that the affection she showed to a stranger would find retribution in the face of her son, who also lived as a stranger. The madness will be the tragic outcome of the in-

voluntary murderer, prefiguring somehow the end of the narrator himself, to whom he was once a substitute.

The work of Viziinos is considered something like a family novel. It rotates and focuses on the life of closely related people, whose lived experience it organizes into a literary form. The only exception to this rule is the last work, which indeed he refrained from publishing, whose manuscript was found after his confinement in a mental hospital. This is the "Moskov-Selim." It narrates the story of a Turkish elderly man who leads the last years of his life considered insane by the inhabitants of the region, of Eastern Thrace, both Turks and Greeks. His peculiarity is essentially detected in the split of his personality between the pre-modern and the modern condition of life. The pre-modern condition of life requires the return to humans of the noble behavior whose someone becomes a recipient. And the hero of the short story is treated with dignity and courtesy appropriate to any human being not by his countrymen but by his enemies, the Russians. This pre-modern condition of life is transformed by modernity into a tool of political propaganda, a modern condition which requires total subjugation of the ego into ethnicity. So Viziinos avoids publishing this novel for fear of criticism of his countrymen that he has chosen a representative of another nation and not his own for the role of such a noble character. But "Moskov-Selim" is in fact not a mere extension of the family novel which the author worked on, it is actually the completion of his work, it is an allegorical biography of the author whose final mental confusions came from the same dead-end engagement between pre-modern and modern condition which led Moskov-Selim to death. As V. Athanasopoulos indirectly observes, in his book on G. Vizyinos, Moskov-Selim is G. Viziinos

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5. Yiğit E. Özlem & Öztürk, Cemil

National identity and neighbour country perceptions of preservice social studies teachers (Turkish Case)

One of the primary goals of social studies course is to develop students' civic competency and social understanding. It aims to enhance students' ability to understand the social world and their place in it and, helps to prepare children as citizens who have necessary skills to be able to effectively participate in civic life. Thus, children need to understand not only

their nation but also other nations to be able to become informed, reasoned and competent citizens capable of meeting the demands and challenges of the 21st century. Neighbour countries are especially important because both of their proximity and cultural interaction. In this context, teachers should be good models to regulate their students' behaviour. Therefore, it is important to research into their cognition of neighbours Hence, the purpose of this study was to investigate pre-service social studies teachers' perceptions of the neighbouring countries of Turkey. Based on qualitative research methodology, participants consisted of 73 pre-service social studies teachers at a university located in the western part of Turkey. The selection of pre-service teachers was based on purposeful sampling with no gender-specific selection. A questionnaire was developed based on qualitative means which included open-ended questions regarding the pre-service social studies teachers' perceptions of both national identity and neighbour states of Turkey. They also created metaphors about those countries. In conclusion, it was seen that, participants' explanations about neighbour countries were underpinned by such concepts as war, tension, exploitation, friendship and globalisation. Their perceptions were basically on their historical knowledge which they have learned in school and their main source was textbooks. Besides, they especially have attracted by social media. And, their national identity perceptions are shaped by current events. Tensions with neighbour countries formed their conceptions, and globalisation has also influenced their national identity notions.

Keywords: National identity, neighbours, citizenship, social studied education

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6. Papadopoulou, Vassiliki & Kotrotsios, Angelos

The other in our school: social relationships of
Roma pupils in Greek classrooms

In this article we present *the image of the other/the neighbour* at the level of the social relationships of Roma pupils in Greek classrooms. Our main assumption is that the quality and intensity of the social relationships between pupils with different cultural capital in classrooms and schools is an

undeniable indicator of the image of the *other* not merely at the ideological level but also at the pragmatic level of everyday life at school.

The aim of our investigation was to evaluate the social relationships between Roma and non-Roma pupils and the degree of the former's integration in the 3rd School of Florina, which is where the majority of the town's Roma pupils are enrolled. Florina, is a small city on the northwest Greek border and has a Roma population, whose main characteristic are that they follow the Christian Orthodox religion and are sedentary with permanent residence in the town.Our sample was composed of pupils from the three classes with the highest number of Roma :16 Roma out of a population of 69 pupils. In order to examine the social relationships between the pupils and the integration of the Roma pupils in the classroom,the methodological tools applied were the sociometric test and classroom observation. The findings from the sociometric tables revealed that there is a serious problem with the integration of Roma pupils in the classrooms examined. More specifically, the social status of all the Roma pupils was, in the best case 'ignored' and in the worst; rejected'. The reasons for these classifications given by the non-Roma pupils mirrored the most common prejudices and stereotypes about the Roma in the wider Greek society. The findings from the classroom observations confirmed the sociometric analysis and clearly indicated that cooperative forms of instruction could provide a series of specific measures so as to enhance the social cohesion of the classroom.
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7. Stanojevic, Ivana & Milosevic, Milan

Comparative analysis of history textbooks in the Balkans and "the image of the other

History is a compulsory subject from primary school to the end of mandatory education in the School Curriculum of all the Balkan states. Common past in the area of the Balkans have caused the books of all the countries often to deal with other nations and create images on them. The problem arises when due to the truancy of "unique historical truth" students of different nationalities learn "different truths". This fact, combined with other historical or unhistorical sources, produces a wide range of disputes, some of which have a weight of serious inter-ethnic conflict in the case of the Balkans.

The aim of this research is to examine how the textbooks of history for secondary education in all Balkan countries represent the events related to the period of the Ottoman conquests, as well as to the liberation from them. Additionally, this research will deal with the problem of "the image of the neighbours" produced by the knowledge acquired through historical education. In its first phase the research involves the study of the textbooks and the findings of the contrary interpretations. Afterwards it is conducted through surveys that are based on knowledge and attitudes of the respondents towards neighbouring states and nations on the basis of common history. Since the public opinion is formed not only through the education system, these surveys will consider furthermore extracurricular sources and influences such as the media, oral history, etc.

The final goal of the research is to determine the most problematic points of the teaching history in all the Balkan countries. Regarding to this, this research will not contain the proposals for solving this problem, but it will show its existence in societies of the Balkans and make analysis of it through the prism of education.

Key-words: *Balkans, textbooks, history*

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Friday, 16:00-18:00: Room D. Oral Presentations - Discussions

Session 8: Teaching and learning: In the classroom, in the extra-curricular activities and the national celebrations within schools

1. Arnaudova, Violeta & Delceva- Dizdarevik, Jasmina

Emotional – motivational aspects of (Slavo)Macedonians and Roma primary school students

This paper will compare emotionally-motivation aspects of students in primary education at Macedonian (N = 59) and Roma ethnic group (49). For determining the emotional aspects of the students we have applied Coppersmith inventory, while with the test of motivation for achievement were

obtained data on motivation aspects. According to the results of the Coppersmith inventory it is shown that both of the groups of students have higher achievement compared to theoretical high scores. With the test of motivation for achievement were compared two groups of students, and it showed that they have lower achievement than the theoretical high scores.

The results obtained by applying the t-test showed that among comparable groups of students there are statistically significant differences in some aspects. The Macedonian students show significantly higher achievement in terms of self acceptance, attitude towards themselves and towards their peers. Although Macedonian students have higher achievement of scale related to the attitude towards school and attitude toward parents, the differences between the two groups of students are not statistically significant. Greater similarity of the two groups of students in noticeable in terms of motivational aspects. But interesting is the fact that Roma are more successful in its ability to gain control of their emotions in test situations. The motivation of Roma can be explained by the continued concern of NGOs and their educators in permanent assistance in performing school tasks and interaction with peers. These findings once again confirm the validity of the theory of Vygotsky not only for the cognitive but also for the emotional and motivational development.

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2. Revythiadou, Anthi; Dimitriadou, Catherine & Tamtelen, Evmorfia

The image of the "other" through extra-curricular mother language instruction: The teachers' views

The image of the "other" in an educational system can be illustrated on the basis of the different ways in which the "other" is represented not only in school textbooks but also in the curricula and the relevant references. A means to explore the existing image of the "other" in countries with high percentage of immigrants is to identify educational systems' interest in the immigrants' native tongues. In Greece, there is no official framework for the inclusion of the immigrant students' mother language in the curriculum of the educational system at all levels of education. The Project "Education of immigrant and repatriate students" (2010-2013) aimed at addressing this gap. More specifically, within Action 5 "Reinforcement of

the mother tongue", instructors of Albanian and Russian, researchers and educators with specialization in linguistics and pedagogy collaborated in order to create supportive structures and teaching material to be used in the teaching of mother language to primary and secondary school students from Albania and Russia. In this paper we map out the image of these students, as revealed in a series of constructed interviews conducted at the beginning and the end of the extra-curricular intervention mentioned above. To analyse our data we use content and discourse analysis tools. More specifically, we describe and analyze the behaviour of the foreign and repatriate students that participated in the language reinforcement classes, their attitudes towards the language instructor, their academic achievements and their responsiveness to the teaching material.

Key-words: *image of immigrant and repatriate students, mother tongue reinforcement, extra-curricular intervention, Greek primary and secondary education*

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3. Dimitrovska, Vesna & Kostovska, Liljana

Comparative approach to extra-curricular activities and national celebrations in different environment factors

In this paper will be included the comparative indicators for extra-curricular activities and national celebrations within the school presented through two schools, of which, the one is in the city and the other one is rural. Through comparative analyses of these two schools, we want to present by means of practical examples the real state, to establish the similarities and differences, as well as to offer some new observations for its improvement.

For this purpose, we made an overview of many questionnaires, plans and programs for extra-curricular activities, merit awards, diplomas and competition awards, pictures and video records of held manifestations. The results of comparative analysis can help and give clear picture to all interested subjects in the education, about that how the planned extra-curricular activities are implemented in the practice in two different school environments, respectively, how different or similar they are in the implementation.

Key words: *comparison, extra-curricular activities, national celebrations, design curriculum*

5. Doncheva, Julia

A comparative analysis on the topic of ethnicities developed by various teams of authors of curriculum systems of pre-school education in the Republic of Bulgaria

On the basis of the actually functioning curriculum systems a combative analysis on the topic of ethnicities in the educational direction "Social World" in the kindergarten has been inferred. The subject matter has been developed from the State Educational Requirements for pre-school education and preparation to every single curriculum, didactic and educational system. The age range of three to six-seven years of age has been examined. The conclusions, deductions and generalizations that have been made are not only in the theoretical perspective but in the practical perspective too, i.e., to what extent and how the topic is implemented in the kindergartens on the territory of the Republic of Bulgaria.

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6. Garmidolova, Mariana

Exploring Greek culture through Art

Arts plays an important role in shaping the image of the European future through the process of training in educational institutions and in the context of lifelong learning. Exploring other cultures through the educational process contributes to their dialectical interaction. The own culture enters into dialogue with the art of other cultures. In the cultural clash everyone enriches his knowledge.

The language of art is universal. Through it we enter into new worlds. Fine art has aesthetic value, but it is a carrier of information about the culture of different people. Through the various themes in the works of art and architecture we learn more and come to understand the customs, traditions, fashion, norms and values of 'the others".

One of the purposes of art textbooks is to give opportunity to students to explore ancient civilizations in the lessons of Art History. The ancient civilizations are curious to the students, especially the Greek culture which is close and familiar. The exchange of cultural values between the Greek

and Bulgarian culture has lasted millennia.

The students of the middle school have general idea of the ancient world. The Greek mythology is included in the lessons of Literature, themes concerning the ancient civilizations exist in the lessons of History, in the lessons of Music the students enrich their knowledge about the Greek instruments and music. The author of the article is the head of the team that developed the recent textbooks of art for the Secondary School in Bulgaria. The textbooks of art are important prerequisite for engaging the interest of students to explore foreign cultures.

The purpose of the study is the formation of an idea of Greek culture through the works of art in the educational process of the History of Arts.

In the process of training we used the culturological approach and interactive teaching methods. The culturological approach includes introduction of culturological information: data for famous artists and curious facts in the field of art and architecture, information about art technology, curious art techniques, historical documents and facts, myths and legends, signs an symbols, traditions, rituals, customs and ceremonies

We used investigations, essays, drawings, tests, observations. We studied 75 5th grade students from three Bulgarian towns.

We found out that the usage of different kinds of interactive methods based on the culturological approach encourages students and motivate them emotionally to learn about other cultures. Promotion of cultural awareness is our fateful task as educators in the current situation of cultural diversity.

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7. Tsiotras, Vasileios

Empathy Games and Role-Play in the Ancient Greek Language Course at Greek Junior High School

The new school textbooks for the subject of the Ancient Greek Language, which have been written and introduced to the Greek, partially multicultural, Junior High Schools since 2006-2008, no longer include negative or derogatory characterizations of other nations of Antiquity (such as the Persians or Romans). In fact, they promote the positive features of ancient Greeks, but they do not conceal their negative aspects, aiming to strengthen national identity without simultaneously arousing hatred or

xenophobia. Nevertheless, the main goal of the specific subject is to cultivate European consciousness and cooperation according to the current National Curriculum. Despite these pompous declarations, every-day school practice is limited mainly to learning the Ancient Greek language on the level of grammatical structures and syntax and not the ideas and values of the ancient world. In other words, it is necessary to find ways, means and teaching methods connecting this major school subject to the principles of current intercultural education (empathy, solidarity, respect for diversity, elimination of nationalistic/ethnocentric way of thinking). Experiencing empathy, namely understanding how other people feel, is truly a very difficult procedure, for which more active teaching methods are appropriate, such as brainstorming, role-play/dramatization, included in the framework of discovering/ cooperative learning. In this paper two case studies are presented, which use empathy and dramatization games, implemented in a mixed class of 3rd grade at the intercultural Junior High School of Evosmos (Thessaloniki, Greece) in the school year 2009-2010: a) (Xenophon, Hellenica) students were divided in two debate groups (Spartans-Persians) firstly playing and finally changing roles, and b) (Lycurgus, Against Leocrates, Aeschines, Letters) brainstorming took place concerning refugees, immigration, and the things and values that connect people (love for the home country, respect for the parents etc.). Based on the students' participation and free expression of feelings and thoughts it became evident how the Ancient Greek course can be renewed cultivating a new cosmopolitanism and intercultural humanism.
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18.00 – 18.30: Coffee break

Friday, 18:30-20:30. Room A – Ceremony Hall (Aula) Panel 2: How Balkan People view their Neihgbours

Albania: Hysi, Shyqyri, & Hysi, Lorela

History at the Albanian pre- university programs. Its complete mastery through upcoming generations and the ethnical relationships, friendly or inimical?

In the Albanian pre-university educational system, which includes the pre-school system, primary and secondary school as well as high school, histo-

ry is a subject to be taught. History knowledge at the pre-school grade and at the primary grades is gained indirectly, while being normally taught as a subject at the secondary level. It clear evidence that teaching plans, school texts and programs are managed, drafted and carried out by the state and its structures themselves.

To have a better grasp of historical knowledge, a major role is played by outer factors such as reading extramural books, getting oral information at home, throughout society, out of electronic information etc. This information which sometimes is uncontrolled by authorized institutions and which does not come from scientific institutions, makes it possible to have incorrect effect on pupils and upcoming generations.

Balkan as a result of:

- Geographical position
- Common history, part of empires; Roman, Byzantine, Ottoman, Bulgarian and Stephan Dushan.
- Common or partly religious belief; pagan, catholic Christian, orthodox Christian, Muslim etc.

Because of these factors, the history of Balkan has also got interference and interconnection, sometimes it still has got a change in its segments. Furthermore, we could also highlight the political factor which makes it difficult to convey the historical material in its objective way.

The aim of the Albanian educational system and that of the teachers of history is the inter-Balkan integration, the European integration and worldwide. Let us stir the feelings and spirit of friendship, cooperation, brotherhood and coexistence among pupils of different grades at schools.

Bulgaria: Mircheva, Violeta & Gencheva, Keti

The Image of the Other/the Neighbour in the School textbooks of Bulgarian Language and in the Extra-Curricular Activities

The aim of the presentation is to make a study of a school textbooks of bulgarian language and literature in obligatory teaching and learning in the classroom .Besides in the paper there is too extra-curricular activities using special books with Balkan popular stories.

The books are very interesting and you can see them in the school library. Except the extra curricular reading of different Balkan poetikc and prose in the school they organize other initiatives as a feast of the balkan

dances and songs, discussions about the content in the textbooks and extra-curicular activities etc.

The basic methods: content analisis, and interview with teachers in a basic and in a secondary school about the preparation of young people to become more tolerant of diversity.

The results of the study show that in the school textbooks of bulgarian language and literature there are some materials about the image of the "Other' in the obligatory and in the optional training but the teachers thing that it is not enough for the description the image of the neighbour. It is necessary more knowledge for the other and the neighbour for acceptance of cultural diversity in accordance with the national educational policy and the European values.

Key-words: *school textbooks, image of the "Other"/" Neighbour," extra –curricular activities.*
Key words: *Education; System; School; History; Science.*
…

F.Y.R.O.M.: Tassevsca, Alma & Georgievsca, Sofija

The image of the other beyond teaching and learning in the extra-curricular activities of the students at the university level

Our country is ethnically heterogeneous. Population of over two million residents make up 64.18% Macedonians, 25.17% Albanians, 3.85% Turks, 0.48%Vlachs, 1.78% Serbs, 2.66% Roma and 1.88% others (Statistics of Macedonia, 2004). Most notable internal tensions are present between the two main ethnic groups: ethnic Macedonians and ethnic Albanians. Ethnic tension between them is most clearly manifested in the political sphere, but directly or indirectly affects almost all aspects of daily life.

Therefore, the aim of this research is, among other things, is to answer the question: What are the ethnic stereotypes among most frequent ethnic groups (Macedonian and Albanian)? Which is typical for theauto stereotypes? What is the social distance between the two largest ethnic groups in Macedonia? Are ethnic stereotypes connected with self-esteem and self-acceptance?

The research was conducted on a convenience sample of students from third year where the total number of respondents is 251. Respondents were

from two secondary schools in Skopje: DSU "TsvetanDimov" (89 students from four classes two from the Macedonian language and two from Albanian language) and DSMU "DrPanceKaragjozov" (162 students from four classes two from the Macedonian language and two from Albanian language). The sample consists of a total of 124 Macedonians and 147 Albanians.

As a tool for collecting data on ethnic stereotypes is used Osgood semantic differential, which is taken from research Petroska-Beshka et al (1998). Self Esteem is measured with Coopersmith Self Esteem Inventory and self -acceptance is measured with a Phillips Scale for measuring the degree of self-acceptance.

Both groups showed statistically significantly different in terms of achievements of the subscale "I and the peer" (t (249) = 2.806 p <0.05), of the total score of self-esteem (t (249) = 2.322 p <0.05) and self-acceptance (t (249) = 2.346 p <0.05).

Key words: *ethnic stereotypes, self-esteem, self-acceptance*
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Romania: Stan, Emil,

The image of "The other" in primary education curriculum

The Romanian society is rotted, this meaning that the Romanians cannot really adhere to the values of a democratic society, as they have not recovered from the "diseases" of the totalitarian, communist society yet.

One of these "diseases" is reflected by the relationship with *the other*. Zygmunt Bauman states that modernity, represented by the two main types of societies (capitalist and communist), inherently produces the stranger, that is, *the other one.*

In the case of communist Romania, *the other* took two forms: firstly, *the other* identified with the exploiter (the evil owner) in the name of some class criteria, and then with the stranger, in the name of an autarchic nationalism.

Both forms were under the signs of fanaticism, as described in a famous essay by Amos Oz – *How to Cure a Fanatic.*

Starting from these premises, our study aims to analyze the way in which *the other* is reflected in the primary education curriculum. We have chosen

primary education as we believe that our images about and ways of interacting with *the other* are strongly affective and affectivity dominates the way in which the young learner relates to the world (John Dewey). We hope the analysis of curricular documents will reveal several aspects, such as:

- the way in which Romanian political decision-makers perceive the image of *the other*, from the perspective of the relation Romanian citizen – European citizen;
- the way in which curricular documents materialize the relationship between *the other* and *the stranger*
- educational methods used for cultivating the children's image about *the other* (be it the adult, the neighbor, the other sex, the stranger etc).
- does the present curriculum succeed in "curing" "diseases" rooted in the totalitarian regime? Or does it succeed in cultivating the modalities specific to a democratic society related to the inherent/necessary *other*?

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Serbia: Milošević, Zorica,

The Role of Educational System in Creating Positive Image of the "*Others*"

In this paper we present the results of research, whose main objective was to determine whether and how the education system affects the acceptance of a positive image of "others" and the breaking prejudices of others nations. The research was conducted at Faculty of Philosophy in Belgrade. The sample included students of the Department for Pedagogy and Andragogy. The research had next four tasks: 1. To determine what images of the "others" student have, 2. To determine students assessment of the impact of the education system in creating a positive image of "other" nations, 3. To determine whether there is a correlation between educational characteristics of students and their image of "others", 4. To determine whether there is a correlation between educational characteristics of students and students assess of the impact of the education system in the prejudices of others. The subjects assessed 7 nations by means of 12 attribute pairs. We studied the images on the following nations: Albanians, Bulgarians, Greeks, Macedonians, Romanians, Turks, Croats. Also, we examined the role of the educational system in breaking down the following prejudices about others:

avarice, dishonesty, cowardice, coldness, aggression, dirty, betrayal, sloth, inhospitaliti, strife, nationalism. The collected data indicate a tendency that students have a slightly more positive picture of the Greeks, Macedonians and Bulgarians than of other nations. The results also show that students recognize the power of the education system in the breaking prejudices of other peoples.

Key words: *educational system, prejudices, positive image of the "other", the negative image of the "other", students*

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Slovenia: Štefanc, Damijan

Diversity and other(nes)s in Slovenian compulsory education curricula

The first Basoped Balkan Conference with the topic of "the image of the other / neighbour" was held in 1998. That was exactly when in Slovenia, we adopted the first objective-based national syllabi for compulsory education since we gained our independence as a sovereign state at the beginning of 1990s. In this contribution I am will show in what manner are the concepts of diversity and otherness included among the objectives in some of the compulsory subjects of primary education. I will analyze how those curricular documents – if at all – encourage primary level teachers to include the topics of diversity/otherness in their classes and in what way are these topics present in the so-called didactic recommendations, which are also an important part of Slovenian syllabi. In addition to these basic curriculum analyses, I intend to compare the first version of national syllabi in 1998 with the renovated and updated versions of national syllabi which were put into effect in 2011 – in order to investigate whether there was any progress considering the diversity and otherness in the context of compulsory education or not.

Keywords: *diversity, otherness, Slovenian primary level curricula, syllabi, didactic recommendations*

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Turkey: Demircioglu, Ismail

Representation of Balkan nations in Turkish history textbooks

History textbooks have been playing a central role in Turkish education system since the establishment of the Turkish Republic. They have also

an important role in transmitting Turkish national identity and culture to young generations. Furthermore history textbooks have been shaping students' view about Turks and the other nations in the past.

The purpose of this paper is to examine how Balkan nations were represented in Turkish history textbooks (9th, 10th, 11th and 12th grades). It also aims how Balkan nations portrayed in Turkish history textbooks.

A qualitative research approach was used in this study. The data were collected through content analysis approach. In the light of the data, it seems that Balkan nations were not given enough attention in Turkish history textbooks.

Key Words: Turkish History Textbooks, Balkan Nation, Content Analysis
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Venue: Town Hall of Thessaloniki, 21:00 – 23:00. Official Reception

3rd Day, Saturday, 28 September 2013 Venue: University of Macedonia

09:00-11:00: Room A - Ceremony Hall (Aula). Oral Presentations - Discussions

Session 9: School Textbooks: New Technologies, e-learning, social media, etc.

1. Ginoudi, Athina & Syvaka, Triantafyllia

ICT assisted inter-school collaboration

Inter-school collaboration breaks down barriers and promotes the mutual understanding between schools and individuals. It offers many benefits for the students, as they interact with other students from remote schools with different educational background and cultures, increasing the awareness and understanding of different ways of thinking and organization. On the other hand, teachers have also the opportunity to collaborate with their colleagues, to exchange ideas and good educational practices and to expand avenues for training and professional development. Nowadays, the introduction of ICT in the classroom offers a wide range of applications

which allow students to communicate and collaborate from distance at a minimal cost. Computer mediated communication includes the use of the so-called "social tools" of the Web2.0 for collaborative context construction in a safe and well supervised networking environment and computer teleconferencing for visual contact and presentation of activities in real time.

Case studies of a five year experience in inter-school collaboration between remote schools in Greece and Greek schools from abroad using the above technological means are presented. The subjects of collaboration includes environmental topics, local history and local geography, while the school life is discussed by the students and new ideas to improve are proposed. The projects were in the framework of school activities outside the formal curriculum. The strategies followed in each case are also discussed and evaluated, with emphasis on the permanent cultural imprint of collaboration to the involved school units. Results show that students enjoy the enhanced educational experience, while more teachers are progressively involved in the common projects. The interactive nature of the collaboration between schools has not only technological and pedagogical implications but social as well, while it offers opportunities for out-of-school excursions, organized inter-school activities and/or exchange of visits with the involvement of parents and local community.

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2. Glomazic, Hajdana

Ethnic stereotypes in the media

The Balkans represents a complex system with a rich cultural and historical heritage of the countries that it is constituted by. Cultural and historical diversity are the same time its advantage and its threat. People living in the countries of Balkans, often burdened with the political and economic difficulties and turmoil, are the source of all kinds of stereotypes and prejudices. Sometimes they are seen as brave, with emphasized emotions and passions, and sometimes as brutal, conflicting and neglected. The members of various nations who live in this area have strong stereotypes and prejudices about each other, which is the consequence of many factors: the turbulent recent and distant past marked by conflicts, the dominant political and public discourse, education system, the media.

This paper theme is the articulation of the media role in forming and maintenance of ethnic stereotypes between the nations that belong to the Balkan region. Ethnic stereotypes exist among all nations, but those in the

Balkans, as a result of wars, political instability and influence of the media, are mostly negative. This paper problematizes educational function of the media whose consequences should be the reduction of ethnic distance and breaking stereotypes towards neighbors, or the members of other nations, national minorities and ethnic groups, and not vice versa. In the second part, the research attention is focused on looking for the answers of ways to overcome the already created negative stereotypes and can the media be a fact of intercultural connections and promotion of multiculturalism. The results suggest that the educational potential of the media is big, but underused. They also suggest that there is a need to develop media literacy and its integration into the educational system.

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3. Kapravelou, Alexia

Teaching of values for citizenship and togetherness
through films and digital presentations

Reviewing the literature, I underline that any tools already exist for use in *online education*, such as electronic mail, bulletin board systems, and Web-based online learning systems: digital library/archives and museum, on line television and documentaries/videos, workshops and laboratories, search/knowledge navigators, and blogs. Teleconferencing uses video simulations and long-distance teaching, oral or written discussions, and feedback, so that audience members will better learn, and appreciate the lessons from conferences. *Functional programs*, *implications*, and *educational cd-roms* can be useful for educational purposes. They may contain lessons, tasks, uploading of documents, bulletin boards, student registration and tools to support assessment processes, such as forums, enriching the learning experiences for the students. An educational CD-Rom can be innovative, and promotes motivation, autonomy and responsibility by the students. Highly motivated educational video-games and on-line *games*, away from games of low quality and violence, facilitate developmental processes through the unique combination of interactive entertainment and learning by doing, building communities of learners across distances. They also offer attention, challenge, fantasy, and curiosity. From a pedagogical perspective, enhancement in cognitive and metacognitive skills is the most desired outcome. Thinking about the benefits of *video in education*, we should mention social interaction and communication, self evaluation, learning from multiple perspectives, entertainment, pleasure and cultural preservation.

Online and digital videos promote meaningful learning, which is emotionally involving and motivating. Video production requests important mental and social processes that raise students' initiative and creativity. The <u>purpose</u> of this presentation is that the social demands for equality, human rights, justice, freedom, responsibility, and solidarity could be found back to old philosophies, such as Ancient Greek and European Enlightment, as well as to social movements all over human history and especially in the 19th and 20th century. All these diachronic virtues could be taught in schools through digital presentations, such as movies. Teachers of humanistic and social sciences could ask students to watch a particular movie at home and discuss the virtues analyzed in the film, in their own team, so that to present a composed project. This will contain a deep analysis of the film plot that shows how virtues are incorporated in the story and how we will implement these virtues at present and in the future. To avoid film education in a paternalistic way, students are encouraged to search for their favorite films of high quality, as well, getting rid of easy-to-watch films and movies of commercial low entertainment. Particularly regarding cinema films and using the <u>method</u> of content analysis of each film plot, I present a list of movies and their special reference to diachronic virtues, so that to be used for educational purposes, democratic citizenship and human behavior improvement. I <u>conclude</u> to the thesis that *cinemeducation* refers to the use of movies for educating students, as they provide innovative and effective ways of teaching, helping generate meaningful group discussion, role-play, emotional responsivity, and self-reflection, violence awareness and empathy through film-watching and discussion. Cinematic authentic representations can be used to facilitate analysis and interpretation, opportunities for students to practice and develop skills and habits necessary to critically examine films.

Key words: *teaching virtues through films, cineducation-cinemeducation*
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4. Manolov, Karamfil

Distance teaching: A means of cooperation between
Balkan countries in Higher Education

This article discusses the increasingly wide use in recent years of distance teaching in Bulgarian higher schools, implemented with the financial sup-

port of the Operational Programme Human Resources Development, and co-financed by the EU's European Social Fund. The article specifically analyses the introduction of electronic forms of distance teaching in universities, forms that include a module for online video conference lecturing in real-time and interactive multi-media teaching aids, which mirror the progress achieved in ICT-based distance teaching.

The methodology used in the article is based on a study of the experience of several Bulgarian universities that conduct electronic distance teaching.

The main conclusion drawn in the article is that electronic distance teaching provides the possibility of attracting more foreign students, since under this form of teaching they would not have to be present in the university, and since this method permits applying innovative methods of teaching.

The author suggests that a future virtual Balkan university may be created on the basis of electronic distance teaching; such a school would express the real interpenetration of educational systems of neighbouring Balkan countries; their acquiring better knowledge of one another, a better mutual understanding of their basic teaching principles, and the selection of the best of these in teaching; the working languages would be English and the basic Balkan languages.

Other expected results of a virtual university would be enhanced administrative capacity of the teaching and administrative staff in the universities of the neighbouring Balkan countries, the possibility of transfer of teaching courses between universities, exchange of experience, etc.

Keywords: *distance teaching, multi-media teaching aid, video conference lecture.*

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5. Ploesteanu, Georgeta & Marghescu, Ion

New Media and humanizing the Other by education

Obviously what we learn in school is rarely **neutral.** While portrays the own community in positive terms, the formal education tends to describe negative actions of the other against the own community. School textbooks often lacked information about the culture, economy and daily life of the other side. This lack serves to marginalize the other and to deny his legitimate presence. Having in mind the multicultural nature of the Balkans, the

replacement of intercultural misperceptions and stereotyping with more appropriate ways of thinking and depicting the other is urgent. What can one hope is that more information will re-humanize the other. The context today – with the development of information technologies and the existence of both dialogue and tension between different cultures – seems to be one that allows and, in the same time, requires to put in educational process some more information. To achieve this goal new media can be an effective tool both in the classroom and in out-of-school activities, in formal and informal education. In view to research the contribution of new media to the re-humanizing of the other we used qualitative analysis considering the otherness by virtue of various perspectives. The study found that new media can play a significant role in the re-humanizing of the other by increasing information, improving the intercultural communication, overcoming stereotypes and prejudices and promoting the values of openness and respect for others. Our research found also that to put some more information in educational process is necessary but not sufficient. It must be complemented by a thoroughgoing review of the educational methods having as result a new logic: logic of otherness focusing on the ways of developing multiperspectivity.

Key words: *other, new media, otherness, education*
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6. Theos, Ioannis & Kanellas George

The image of the Balkan "Other" in currently used
history textbooks of the secondary school

Over the last decade is noted an obvious trend of changing the school textbooks' content. The new textbooks, currently used, in addition to their predecessors, based on different pedagogical and ideological bases. Especially, in the new history textbooks this change is more obvious about the image of the Balkan neighbor. Aim of the present article is to examine how the Balkan countries presented in the new textbooks of secondary school, in order to accumulate data of the current content. The method will be used is the quantitative content analysis. The results would be compared with a similar research made fifteen years ago about the same topic and thus can be seen as a follow-up research.

Key-words: *quantitative content analysis, history textbooks, image of the Balkan "other"*

Saturday, 09:00-11:00: Room B. Oral Presentations - Discussions
Session 10: Intercultural Education

1. Veleva, Asya

Intercultural Education through game

The growing importance of intercultural education poses the necessity of effective methods for involvement the children to the principles of global ethics. In this context the current paper presents an analyze of social-psychological characteristics of game, which determine it as a promising method of intercultural education. The aim is to prepare the students-future teachers to teach in multicultural classes. For this purpose the curriculum for pedagogue students in University of Russe includes a new discipline, named "Game and Intercultural Education". The methodology of teaching is based on two types of games: interactive games and folk games from different cultures. The training conducted allows to conclude that interactive games are more appropriate for discussing the differences between the cultures and to realizing the problems, posed by the process of globalization. On the other hand the folk games are indispensable tool for perception the similarities between the ethnicities and for creating a tolerant and friendly interactions in multicultural environment. Methodological instructions are drawn for organizing games during intercultural interactions in kindergarten and primary school.

Key-words: intercultural education; interactive game; folk games from different cultures.

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2. Kober, Daniel

Comparative Analysis of Intercultural Models. Consequences for intercultural professionalization of educators and intercultural learning in Balkan countries

Both, trends of internationalization in politics, economy, research and recent global and intra-European migration flows lead to an increase in cultural diverse situations. On the one hand situations of cultural overlap can

be considered as a resource, on the other it may cause unexpected conflicts (cf. Adler 2002, Bolten 2007, Hofstede 1980, Trompenaars 2004). Thus, cultural diversity in work and life contexts, becomes an intervention requiring variable that can be influenced by education and learning. Settings of intercultural learning aim at improving collaborations between people of different cultural backgrounds to interact as effective and efficient as possible. Further more it tries to reduce conflict potentials by prevention and interventions. The presentation compares three cultural models, which analyse culture on different levels. Beside cultural dimensions by Hofstede and Trompenaars (macro level) and cultural assimilators by Triandis (meso level) the focus will be set on a communication model by Adler (micro level). A comparative analysis of all three approaches will be made to function as a basis for the discussion on how their diverse paradigms might influence the professionalization of (adult) educators and the way intercultural learning can take place. Connecting the presentation to the overall aim of the conference it focuses on the theoretical comparabiliy of cultures and the transfer into the fields of action in education. Examples from Greece, Romania and Serbia will be used to underline the Balkan perspectives.

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3. Vasileva - Stoyanova, Desislava

Family education in perceiving the image of the "Other" (intercultural aspects)

Family is the most important Institute for socialization of young people. It is the primary social base formation, which introduces children to the system of social relations and sets appropriate socially acceptable patterns of social orientation and behavior.

Family and its specific emotional and intimate environment has a unique influence on complex childhood development, especially in the early stag-

es of ontogenesis when in the foreground as evolutionary developmental tasks standing building the foundations of a child's personality, strengthening identity, interiorisation number of standards and shaping general view of the world. In the course of social and personal development, the child is constantly looking fulcrum in personal family microworld, implement and replicate within its borders acquired knowledge, skills and behavioral strategies.

Family is the environment in which the child's personality is formed, its relations with its own identity, picture of the world and attitudes on the perception of "the other". Family education is a specific form of interaction between the child and significant adults which permanently fixed markers of intercultural education. By communicating in the family and family education are realized natural modeling capabilities of positive racial, ethnic and cultural relations and prospects. The perceptions, attitudes and competence in the intercultural realm which the child absorbs within the family became the basis for the development of democratic values by the traditional education system.

The purpose of this paper is to characterize the importance of forms and methods of the family education in building intercultural competence. Analyzed the approaches of parental behavior in educating sustainable tolerant attitude in the perception of the "other" and intercultural differences. Outlines the current problems and trends in family education related to the construction of basic values and overcoming the ethnic stereotypes.

The research findings indicate ways to optimize family education regarding the construction of interest in and explore "other", shows how to increase the level of the skills for interpersonal interaction in a multicultural environment. Special attention is paid to strategies, practical approaches and socially oriented programs for interaction between family and educational institutions in relation to intercultural education of adolescents. Accent is upon the nature and importance of the involvement of parental support in intercultural education for placement of relevant and meaningful goals in the development of projects and programs for family involvement in the formation of intercultural competence of adolescents.

The modern world is multicultural. Through the family and institutional education children should be developing skills for understanding global problems of the world in which to adopt core values democracy, tolerance, ethnic, religious, cultural pluralism and free acceptance of "the other" without prejudice and stereotypes.

Key words: Family education, intercultural education of adolescents, socially oriented programs, perception of the "other"

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4. Sytziouki, Maria

Questing the components of the intercultural competence: implications for the lifelong education of the educators

A vast volume of research and projects on intercultural competence have reached the limelight of the educational science since 2006, when the Official Journal of the European Union has published the Recommendation of the European Parliament on the Key Competences for the Lifelong Learning. The intersection between lifelong learning and intercultural competence has initiated a period of renovations and reforms in the continuing education in almost each and every field of professionals, especially social workers and other social scientists. During this period, on the one hand, intercultural competence was described as a tool of lifelong learning, whereas lifelong learning was quite well proposed as a presupposition for the development of the intercultural competence.

Focusing at teacher education literature, this paper attempts to provide a coherent overview on the empirical models of the intercultural competence and to compare and contrast its components. Furthermore, it sets out the preliminary findings of a study discussing how current graduates of initial education programs evaluate the role of initial and continuing education in the development of their intercultural competence. Lastly, the paper indicates routes and prospects for the development of the continuing professional education programs.

Key Words: intercultural competence, lifelong learning, continuing professional development, program development

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5. Vasilopoulou, Foteini & Psychogyiopoulou, Panagiota

The acceptance of cultural polymorphy in primary and secondary school through the use of creative writing and art.

In the dawn of the 21st century, school, a place of socialization and development of one's personality, owes to cultivate the multicultural commu-

nicational ability as a means of fighting against social exclusion and as a prerequisite in the formation of new communicational ethos in a universal society under circumstances of multicultural and multilingual coexistence.

In the following paper, worksheets (exercises, activities) concerning creative writing and art were realized in the framework of the subject of literature and educational programmes in order to look into pupils' opinions, attitudes, concerns and experiences related to human rights, behaviours, and differentiation in a multicultural society. The work enhances the idea of acceptance of "the different" and makes it clear that coexistence in a multicultural society -in spite of the arising difficulties causing xenophobic and racistic behaviours- is a challenge for our social, cultural and emotional enrichment.

Our main aim was the improvement of interpersonal relations through the creation of an atmosphere of respect, cooperation, trust among all team members that was achieved through meetings for sensitization and experiential education. Specific purposes were the recognition and acceptance of cultural pluralism in the school community and society so that a society of equity and justice prevails.

The methods used were teamwork, roleplaying and project.

We consider that through the realization of these actions we made pupils think and we changed the propagated attitudes that are formed by the non logical process of the "images of the other".

Exchange of ideas, thoughts and experiences that were developed among students coming from different socio-cultural and economic environment, as well as the organization and presentation of the actions contributed to the change of attitude propagated with anything that is "different".

Keywords: creative writing, art, xenophobia, racism, change

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6. Velkovski, Zoran & Rizova, Elena

Successful practices for enforcing intercultural dialogue

Intending to improve the overall situation in FYROM, in the year 2010 Ministry for education and science in co ordinance with High Commissionaire for National Minorities of OSCE have produced National Program for integrated education. One of the main goals of the Program envisages *"promotion of integration through mutual extra-curricular activities"* of stu-

dents in educational system in FYROM. This goal is addressing towards creating new programs for upgrading and developing inter-ethnic interaction in the frames of extra-curricular activities, as well as creating appropriate conditions and possibilities for multi-language communication and meetings. All of the above has created certain space for realization of lots of initiatives which should strengthen the intercultural dialogue in the country. In this paper we will present the most successful practices that evolved from the above mentioned initiatives and which have a purpose to create new cultural matrix, i.e. unity created by differences, throughout stimulating the intercultural dialogue and strengthening the relations between different cultures and ethnicities in the educational process. This so called cultural matrix should presume sub-summarized creation which accumulates the values of many cultures in one country.

Methodology used in this research was document analyses and interviews with stakeholders from educational and cultural environment, while the methodological focus was oriented towards one model from Nansen dialogue Center.

Key words: *education, intercultural dialogue, extra-curricular activities*
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Sturday, 09:00-11:00. Room C. Oral Presentations - Discussions

Session 11: The "Self" and the "Others": The relation with foreign policy, inter-Balkan cooperation, EU policy, economic crisis, etc.

1. Kalerante, Evangelia

The educational policy throughout 2008-2013: a financial settlement based on the shrinking of the policy of rights related to the "others".

The educational policy of the period 2008-2013, a time framework related to the unstable changing conditions generated by the economic crisis, is being examined in the present paper. There is thorough analysis of the legislative texts referring to Primary and Secondary Education, representative of the schematization of a unifying policy, in which the structural argumentation upon a form of the educational system correspondent to the financial demand for the reduction of expenditures on Education is articulated. The

policy-related consequences upon the function of schools are examined placing emphasis on the educational work provided and how the reduced expenditures are conducive to the formulation of another educational environment reinforcing the exclusion and marginalization of the "others" from the system, the migrants, in the current case.

An attempt is made to detect the political discourse so that the dynamics of the financial argumentation affecting and directing the educational policy is elevated. The financial settlement model related to the function of school with emphasis on functional expenditures is co-examined on the basis of shrinking the policy of rights related to the "others".

The consequences of this educational policy upon the migrants' education are defined as their potential for an effective education in a school in which the individuals' different needs are ignored by the unifying policy is confined. As a result, a non-satisfactory education is received by the population groups of different culture who, especially during an economic crisis period, should be reinforced within a school environment taking into consideration the structural inequality generated.

An analysis is also made about how, within the formed educational policy of the period, the view of the "other" disappears while a model of educational settlement concentrated on a homogenized education with a parallel ignorance of the individuals' needs, choices or preferences and their expectations from the educational system is formulated. Within a period of ongoing marginalization, uncertainty and enhancement of racist behaviors, the "others" are not included in the educational and legislative framework. Besides they are not taken into consideration as political entities of this country concerning educational regulations or constructions resulting in the migrant population of schools being "invisible" for the educational system. Eventually, inequality is explicitly and implicitly reinforced while the procedure of social integration is enfeebled and the policy of rights is deregulated.

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2. Antoniou, Christos H.

Greek Foreign Language Education Policy Aimed at
Understanding the Balkan People (1931-2000)

The purpose of this paper is to examine the foreign language education policy of Greece in its efforts to develop relations of friendship and co-

operation with the countries of the Balkan Peninsula during the period 1931-2000.

Since the time when the value of foreign language was perceived not only as a means of communication among different groups of people but as an attempt of understanding the «Other» and as a sign of respect for cultural identity, Greece has made specific and systematic moves to promote this foreign language education policy.

The subject is approached methodologically based on the historical- interpetating method , which accepts that between each brainchild of humans and its understanding of the «other» mediates a spiritual process. So the specific foreign language education policy can be understood as part of the broader policies pursued in a broader evaluated time period.

3.Petrova, Marieta

The common past of divided regions and
Montessori's new world and education

Conflict between neighbours is universal phenomenon and shows a cruelty and human suffering. One of the solutions of this problem is teaching a common history of a common past of a divided region, and builds a mutual understanding.

One of the key- questions of conflicts of the neighbours with common past and history are:

- is history interpretations based on ethnocentric national stereotypes of the past responsible for conflicts?
- is history able to promote a good relation between neighbours?

Balkan textbooks on history contain ethnocentric accounts of the collective past and negative stereotypes about the neighbours. But textbooks alone are not only responsible for this problem. Evan if they are innovative stereotype free if they are not in the adequate trained teachers they are not useful. This problem needs innovative tools in the hands of capable teachers with the use of innovative teaching methods. Schools should prepare democratic citizen of states who will live together in peace instead of prospering soldiers of rival nations.

This reform is very complicated not easy at all and includes changes in curricula, textbooks, teachers training and educational politics.

No matter what political ideology they held, each wished to become mas-

ter of the world. The powerful means which were within the grasp of man encouraged them to attempt to realize their illusion. But if each group were to seek to conquer the whole world and its supernatural powers for itself, there would result a general clash, a cyclone of universal destruction. This is the reality which threatens us in this epoch. (Dr. Maria Montessori, 1947 A New World and Education)

A new education for new world is needed.

Key words: *common past of divided regions; Montessori's new world and education*

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4. Reçka, Liljana & Hido, Margarita

Curriculum for the global education

We live in a constantly changing world, in the world of globalization. The questions are: does the education responds to this change? Is the education the engine of this change?

The aim of our paper is to answer to these questions, to demonstrate the role of the education in today's changes, mostly focusing in the curriculum. After we define what globalization means, we shortly describe these changes in the aspects of economic, political, cultural and technological globalization.

Globalization promotes the expansion of education as well as its importance in everyday life in terms of both material production and life success. Global citizenship primarily is a matter of economics, protecting the earth for ourselves and future generations, accepting and working with diversity and peace education.

Teachers and students need to understand the depth of the globalization in order to see the importance of changing the way we think about teaching and learning. We prepare students for citizenship, teaching them the civic and moral responsibilities. For the 21st century a new curriculum is needed –one that has the power to make a difference in the lives of the young and in the society where they live. In the paper we are focused on the changes concerning the structure and the content of the curriculum.

This paper has been realized making use of the contemporary literature study on issues concerning the globalized society, the role of education in

the matter with focus on the curriculum development. Also our experience in schools, the experiences of teachers, parents, students, as well as a variety of techniques and methods such as questionnaires, interviews have been taken into consideration throughout the study.

The study is concluded with some notes on the importance of curriculum on global education.

Key words: *globalization, education, curriculum*
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5.Sotiris, Palaskas

The Balkan 'Other' in the History text-book of the last class of the secondary education in Greece

The purpose of this paper is to indicate the image of the Balkan 'Other'/ Neighbour as presented in the school text-book *History of Modern and Contemporary World (from 1815 to today),* currently in use in the last class of the secondary education in Greece. The book is researched with a composite model of Content Analysis, both quantitative and qualitative.

In the quantitative analysis, 'word' is used as a unit of analysis to indicate the importance given to every neigbouring country/people. As expected, the most frequent reference is to Turkey/Turks (40% of the total references in Balkan countries/nations), the major 'national other' for Greek nationalism. Second is Bulgaria/Bulgarians (28%), a country/nation considered as an enemy during the most part of the historic period covered by the specific text-book. Countries/nations that had not been engaged in major conflicts against the Greek state/nation during the given period follow in rank: Serbia/Serbians (14%), Albania/Albanians (10%), Romania/Romanians (8%). One of the last two decades' major problems of the Greek national ideology, the relations with the Former Yugoslav Republic of Macedonia and the nation that forms it, is not dealt with in the book. Only one reference (0,4%) is found concerning this country/nation.

The qualitative analysis, on the other hand, shows that in most cases a neutral vocabulary is used and, with the exception of Turks, negative expressions about a country/nation are rare. Nevertheless, the projected profile of the neighbouring nations/countries is completely one-sided. They appear in the book only in periods of war/conflict, as friends/allies or enemies/rivals of the Greek nation. Any of these nations' culture aspects and

civilization achievements is almost totally neglected, which is not the case with the nations/countries of Central and Western Europe and, of course, the Greek nation itself. Thus, the book reproduces the stereotype which it is trying –as mentioned in it– to rebut: Balkans as a region of conflict and instability, where people are more occupied in fighting against each other than producing acts of peace and civilization.

Key-words: *History text-book, Greece, content-analysis*

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Saturday, 09:00-11:00. Room D. Oral Presentations – Discussions

Session 12: Teaching and Learning: The education programs and teaching methods

1. Engels-Kritidis, Rozalina

"We have a lot in common": Educational program for Bulgaria migrant children in Greece based on the similarities between Greek and Bulgarian proverbs and sayings

This paper presents the main points of the author's educational program aimed at Bulgarian language acquisition and speech development in 6-8-year old children attending Bulgarian Sunday schools in Greece and, parallel to this, support of intercultural education based on a set of age-relevant Greek and Bulgarian literally-corresponding proverbs and sayings. The goal of the intercultural education aspect (which is the primary focus of this paper) is to show that, as a result of the enduring cultural interaction between the two neighbouring peoples, Bulgarian and Greek pupils have a lot in common, regardless of their differences. Based on this, the aim of such a pedagogical approach is the promotion of cultural tolerance and respect between Bulgarian migrant children in Greece and their Greek peers. ...

2. Krsteska-Papic, Biljana

Education for peace and tolerance - role, tasks and benefits

One of the main goals of regular teaching process in R. Macedonia is promotion of multicultural values and tolerant attitude to cultural, religious

and language differences. But, domination of cognitive tasks and activities are the main barrier in its realization as multilayer upbringing aim.

Developing of values as tolerance and respecting of differences is long term goal and platform for stimulating of intercultural and integration processes as very important life skills nowadays.

Nansen model for integrated education, created by Nansen Dialogue Centre - Skopje and implemented in multiethnic primary and secondary schools in R. Macedonia, has offered sets of extracurricular activities. Among them there is a program for education for peace and tolerance. Activities which are product of this program are focused on developing of cosmopolitism through introducing students with cultural values, customs and traditions of many national groups and regions. Supporting of team and tandem cooperation as well as game approach are also important specifics of process of implementing of program for education for peace and tolerance.

Few qualitative evaluations, as analysis of program contents, offered very important facts for the role of education for peace and tolerance as necessity annex of official national programs. This is also valuable because of the possibility for developing of life skill: living with differences of any kind, unlike of situation in regular teaching process which teaches students for differences but only on cognitive level.

The goal of this text is to present the program basis and themes included in program for education for peace and tolerance and their impacts and positive influences on cosmopolit values and sense of students in primary and secondary education.

Key words: program for education for peace and tolerance, cultural differences, cosmopolitism

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3. Nakova, Albena

The image of the ethnic "Other" in a Bulgarian school

The world of today is a world of intense interaction between people of various ethnic and cultural identities. The basic research problem treated in this article is how the school "responds" to ethnic-cultural variety and how this response impacts on the possibility of maintaining tolerant interethnic and intercultural interaction, and a positive attitude towards the "other";

how it impacts on the spread of a culture of tolerance, in which the recognition of the equal value of different people and the respect for differences become an inner conviction.

The analysis is based on the results of two sociological surveys conducted consecutively in 2006 and 2010 in a secondary school of a small Bulgarian city with ethnically mixed population, where different ethnic communities, mostly Bulgarians and Turks, have been living for centuries. During the 2006 survey, school children from the 8th and 12th grade (the last year of high school) were surveyed; in 2010 the survey was repeated only with the 12th-graders who were in 8th grade in the previous survey. In studying the image of the "other" in the representations of students, the stress was placed on the complexity of the cognitive structure of these representations and their specific nuances depending on the level of education and the changes that take place with the attainment of a higher completed level.

Simultaneously with the survey of students, the teachers were also surveyed; the aim of this part of the study was to ascertain how students "mirror" the impact of the teaching authority, i.e. to register the influence that teachers' representations of the "other" has on such representations and attitudes among students.

Keywords: representations, attitudes, values, tolerance.
…

4. Nedyalkova, Chryssoula

University context of civil education

The current situation in Bulgaria and Greece allows and deserves the university to be a real acting institution of a democratic society, but not, as it until recently was, only the place for a mass training of specialists for the needs of the labour market.

The present research is in order to find the place and the role of the Civil Education in the curriculum of the university pedagogical specialities in Bulgaria and Greece.

Our main purpose is to support the statement that the question is not *if* but *how* to study Civil Education in the university.

To answer that question we have made a research aiming to trace the place and the role of "Civil Education" and other subjects with similar

curriculum of the pedagogical specialities in six Bulgarian state universities and in eleven Greek state universities and we also compared the planning and the organization during the process of training in Civil Education, paying attention at the following **indexes:**

> ➢ Type and number of the pedagogical specialties in whose curriculum are included subjects in Civil Education or in the same field of study
> ➢ Educational Degree: Bachelor - Master
> ➢ Form of training: Full time – By Correspondence
> ➢ Name of the subjects and the percentage of each of them in the total number of the researched subjects
> ➢ Term in which it is studied
> ➢ Statute of the subject "Civil Education" and others with similar field of study: Compulsory – Eligible.

While summarizing the results from the analysis of the curriculum of the university pedagogical specialities in Greece, we can point out that:

- There is not a pedagogical speciality where we can not find subjects with the contemporary context of Civil Education.
- As the analysis shows, specific subjects as Intercultural education and Contemporary European dimensions of the education are prior to the authors of the curriculum while choosing the subjects, aiming to form the civil culture of the future pedagogue.

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5. Sakka, Vassiliki & Karakatsani, Despoina

History teaching and citizenship in the Greek education system today: Is there still a Balkan "Other"? Research on secondary history teachers' perceptions in Messinia and Corinth, Greece

The research on History teachers' attitudes on aims, teaching, and dealing with sensitive and controversial topics in history, among others, was conducted within the two biggest (re. population) regions of Peloponnisos, Merssinia and Korinth (South Greece), in March 2013. The purpose of the research was to detect, picture and analyze the perceptions, attitudes and practices performed by history teachers in secondary education Greek schools on several topics, such as: the aims of history teaching in the context of crisis, history teaching and citizenship, teaching controversial and 'difficult' issues, methodology, other Balkan countries and Greece, cooperation

(projects, educational visits, bilateral and multilateral projects) with neighboring countries, textbooks and the idea of the "other" etc. The research was based on a questionnaire consisting, mostly, of Lickert scale questions. The results reaffirm previous educational historical research and follow the "Zeitgeist" in the country: insecurity, questioning "cosmopolitan" attitude on aims of history teaching, a need to focus and enhance national identity on one hand, while recognizing the necessity of cultivating active citizenship and expand approaches of controversial and traumatic historical topics taught in school on the other. Ambivalence is a characteristic of the results also, in means of identifying who is the "other" nowadays, while creating an environment of cooperation, work and educational exchange especially with western countries still remains dominant. The turmoil expressed in different and various forms in the country (financial, social and political crisis, increasing influence of neo-nazis in the Greek society, phenomena of racism and xenophobia), the debate and the influence of public history and media to students and teachers create a different context within history is taught nowadays and prevent educational community of dealing with crucial issues effectively. The conclusion is that history teaching is more crucial than ever in this "flammable" context; it is also that reforming History Curricula and teacher training courses on epistemology and methodology related to History Teaching is/should be of utmost priority in the country.

Key words: *research, history teaching, citizenship, secondary education, controversial issues, the Balkan other, perceptions, teachers' attitudes.*
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6. Stoimenova, Bistra

Using multiperspectivity in history teaching

This article aims to present the potential of using multiperspectivity in teaching history in secondary school. The work package "Fair and Balanced History" is designed to encourage students to develop their own understanding of history. Worksheets are based on the potential of the current educational standards and programmes of history. They complement or deepen the history content as giving to topics more concrete examples. The worksheets are designed to develop the students' skills to interpret varied historical sources.

The multiperspectivity is the main approach used in the selection of sources. A huge diversity of resources was selected: written documents (official and unofficial) and images that reflect different perspectives on the same event. Thus they provoke reflection on it. Materials included in the worksheet are focused on the multicultural dimensions of historical education.

The principal objectives of the "Fair and Balanced History" is to provide divers sources for students and to offer activities which give them opportunity to think from different points of view about cultural diversity, complexity and variety of historical interpretations. The main thing is that students understand that the analysis of events and processes should not be sought only one perspective.

The package contains 44 worksheets for individual or group work in history classes and is organized in five sections: "State Policies", "Migrations", "The City", "Everyday Life" and "Bulgarian Diversity". The final design of worksheets is the result of collective efforts, discussions and they were approbated in practice. For more efficient use the package is accompanied by a Teacher's Book.

The handbook was created in the frame of the project "European Dialogue, a Cultural Rainbow for the Future". This project was implemented by the Bulgarian History Teachers' Association, representatives of Department of Information and In-service Teacher Training and History Faculty of Sofia University in cooperation with the European Association of History Educators EUROCLIO. The financial support was provided by the Social transformation Programme Central and Eastern Europe (MATRA) of the Netherlands Ministry of Foreign Affairs.

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7. Tofovic-Kamilova, Marija; Tomevska-Ilievska, Elizabeta & Sejdini Merita

Electoral status of the Albanian language in primary education

Knowledge of the language of the wider area of residence presents special benefit and the process can start from the earliest school age. The research problems that treated in this project are the didactic aspects of the implementation, organization and representation of the Albanian language as an optional subject in primary education. Special emphasis is put on the man-

ner and the inclusion of the realization of the electoral Albanian subject in the nine-year primary education.

The study of the problem is based on the terms by examining the foundations program of courses which is the focus of the research: didactic textbook quality and attitudes of participants in the educational process.

The research results with more conclusions that can positively affect over the continued development of the teaching of this curriculum subject.

In brief it leads to the basic terms in the existence of having positive attitudes for the participants of other ethnicities, having need of strengthening and reprogramming textbooks and programs.

This research provides an opportunity to expand and complement in terms of organization and implementation of the Albanian language as an optional subject in the nine-year primary education, in classes with other curriculum languages.

Keywords: multicultural education, curricula, books, the elective subject, integrated teaching
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11.00-11.30: Coffee Break

Saturday, 11:30-13:30. Room A – Ceremony Hall (Aula)

Panel 3: How Greeks view their Neighbours

1. 11:30. In Curricula, by Antoniou, Florentia

The topic of this panel is the image of the 'other' / neighbor in Greek school curricula. More specifically, my own contribution to this panel is the research on the image of the Balkan peoples in the curriculum of the elementary and secondary education. In particular, regarding each Balkan people image, it was noticed that:

A. Albanians appear as neighbors with whom in recent history there were territorial and diplomatic differences that resulted in warfare.

B. Bulgarians also appear to have hostile relations with the Greeks, which led to "cruel" conflicts.

C. The citizens of FYROM do not appear in the curricula.

D. There is only one reference to Romanians.
E. Serbs appear either as passive recipients of Christianization mission of the Orthodox Church or as advocates of the creation of a "Macedonian Nation" and "Unified Macedonia".
F. Turks appear as dangerous enemies and opponents both on national and religious levels beginning from the times of the Seljuk until the years of Kemal Ataturk.

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2. 11:45. In History Textbooks, by Kontova, Maria

The subject of this study were the school textbooks of Modern and Contemporary History of Primary and General Secondary education in the 1990s up to the in-use, in which I studied the image of Balkan neighbors. The findings relate to the following:

a) it is a typical repeating pattern even for the modern Albanian state the reference to irredentist issue of "Northern Epirus" / South Albania,

b) Bulgaria is after the Ottoman Empire and Turkey the most negative commemorate Balkan 'other',

c) FYROM is displayed as exercising a policy, on the one hand, of irredentist provisions and practices and on the other hand of usurpation of the vested Greek territorial and cultural rights,

d) the positive political climate that characterizes the Greek-Romanian relations is reflected on the one hand by the use of concealment and on the other hand by choosing neutral wording in the textbooks,

e) an upsurge of the pro-Serbian trends is noticed by the citing of numerous reports on Serbia compared to the other states of the former Yugoslavian territory and

f) the (Ottoman) Turks are presented to have threatened the Greek, cultural specificity in various ways.

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3. 12:00. In Language Textbooks, by Papadopoulou, Anthi

The research of school textbooks of Modern Greek Language from 1982 up to the present showed that the Balkan "other" is rarely presented apart from Turks. In these books the Albanians, Bulgarians and Romanians are dis-

played as immigrants in Greece who, having experienced racism, conceal their ethnic identity and embrace Greek culture. The ecological sensitivity of the citizens of FYROM is recognized while Serbians are presented as tormented people because of the hardships of war. The Turkish constitute the national "other" with the highest incidence of reference in language textbooks and appear to be eternal enemies.

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4. 12.15. In Religion Textbooks, by Tsekou, Aikaterini

Under the panel I will refer to the image of the Balkan peoples (Albanians, Bulgarians, Romanians, Serbs and Turks) in the Secondary Education's textbooks of the Religious Education after 1998. The analysis reveals that the negative image is associated with the Turks, as heathen national "others", with the national issues interlaced with the religious ones to be the tipping point, in contrast with the other Balkan peoples, whose image is positive, because they base their religious and cultural identity on the Greek Orthodox culture and their Christianization (Bulgarians, Romanians, Serbs), or because they approach orthodoxy (Albanians). This remark appears to be due to the fact that the examined textbooks of the Religious Education of the above-mentioned period function as orthodox national, through which the enhancement of the self-image of the Greek Orthodox national "self" is attempted.

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5. 12:30. In Literature Textbooks, by Perpiraki, Maria

The category of school textbook analysis examines the way that the image of the "other"/the neighbor is formed through the Literature school textbooks. The term "Literature school textbooks", for the Greek educational system, refers to textbooks that include poems, short stories and novel abstracts of Greek and foreign writers. Overall, there have been reviewed 16 textbooks of Literature, thus meaning all the literature textbooks of primary and secondary education of the previous decade and those that are currently in use. The comparative research has showed that the contemporary textbooks present a more positive however obsolete image of the Balkan peoples.

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6. 12:45. In Geography Textbooks, by Palaskas, Sotiris

The presentation of Balkan people in Greek school text-books currently in use is very brief. Balkan countries are presented as less 'developed' than the rest of Europe and also than Greece, which is shown as superior in economic and political-cultural aspect. Neighbouring countries (Albania, FYROM, Bulgaria) are dealt with a bit more extensively. Their cooperation with Greece is presented as crucial for their economic 'development'. Concerning Turkey, on the other hand, emphasis is shown in Constantinople and the historic ties that 'Hellenism' has with the city. The rest of the Balkan countries are merely mentioned, with the exception of Slovenia and Romania, which are presented as situated on the boundary between Balkans and the rest of Europe. Slovenia is also mentioned as the second developed country of the region, following Greece.

7. 13:00. In Digitalized Guidelines for Teaching, by Mpourantas, Othon

In this panel I shall try to present the way in which the image of the Balkan peoples is depicted in formal education software. The exploration of the content of these digital educational programs, in general, demonstrated that: a) the references to the Turks outnumber by far those to other Balkan peoples and are mainly negative, since the Turks are related to unpleasant for the Greeks politico-militaristic events, thus undertaking the role of the national "other" to which the national "self" is primarily opposed, b) the Bulgarians are depicted as wartime opponents to the Greeks, as well as claimants or occupiers of greek territory, and as a result are often cast in a negative light, c) the Albanians, the Romanians and the Serbs are recorded scarcely and in a neutral manner in reference to their participation in wartime confrontations and to the founding and territorial alterations of their national states, and d) any reference to the citizens of FYROM is fully concealed.
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8. 13:15. In Extracurricular Activities, by Kanella, Stella.

Within the panel I will refer to the image of the Turk as national "other", as it is presented in the national school festivals of March 25th. According

to the research findings, in most school festivals, especially in the lower classes in primary and secondary level, the Turks seem to be an enemy who threatens Greece and the Greek nation. Featured as savages, ruthless, uncivilized, wicked, barbaric, a nation without no education, culture and civilization. Conversely, in High School, the festivals present them in a more critical perspective, and do not emphasize on the negative characteristics, but to their different culture.

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Saturday, 13:30-14:30. Room A – Ceremony Hall (Aula)

Closing Session

Presentations of Session's Reports

Closing words: Prof. Dr. Viorel Nicolescou, Chairman of the Society
Closing words: Prof. Dr. Dimitrios Goudiras, Chairman of the O. C.

14:30-15:30. Break- Buffet

15:30-20:00. Visit of archaeological sites in ancient Pella and Vergina.