

SOCIETY IN CHANGE

HISTORICAL, EDUCATIONAL
AND SOCIAL PERSPECTIVE



BOOK OF ABSTRACTS

Society in Change. Historical, Educational and Social Perspective

Book of Abstracts

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Dimitris Zachos

Aristotle University of Thessaloniki, Faculty of Education, School of Primary Education

Intercultural Education for Social Justice and far / alt right ideology

In this presentation, we aim to explore how educational approaches that emphasize social justice, diversity, and inclusion can act as a counterbalance to the exclusionary and xenophobic narratives promoted by these parties.

Over the past twenty years, far-right parties have gained significant support among electorates, have participated in governance, and their ideas appear to shape the political agenda in many countries around the world. Key elements of their rhetoric are their opposition to refugees and migrants, to members of the LGBTQ+ community, and to any 'different' social group, as well as to human and individual rights. Far-right parties rely on fear-based rhetoric, portraying refugees, immigrants, Roma and other “different” social groups as threats to national identity, public safety and social stability.

Intercultural education for social justice (hereafter IESJ) is an educational approach (philosophy, policies and practices) which advocates and promotes the view that education can play a crucial role in addressing social inequalities (Zachos, 2023 & 2024). IESJ encourages critical engagement with issues of economic inequalities, unequal distribution of power and social justice. The changes IESJ proposes relate to the integration of social justice issues into the curriculum of educational institutions, as well as to the attitudes and practices of educators. Through the examination of historical and structural factors that contribute to inequality (Sleeter & Grant, 2009), by encouraging critical thinking and media literacy, by fostering democratic values and political engagement and by promoting tolerance and understanding, IESJ can help students recognize and resist the divisive rhetoric of far-right parties, which often scapegoat members of the 'other' social groups for societal problems.

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Jan Pisuliński
University of Rzeszow

The post-war resettlement of Ukrainians from south-eastern Poland and its consequences for the region

After the war, more than 267 000 Ukrainians were brutally resettled from the Rzeszow Voivodship to Soviet Ukraine. In 1947, almost 100 000 Ukrainian and mixed families were deported to the north and west of Poland. Overall, the province lost one fifth of its population. This had a significant impact on the population of the districts where Ukrainians had previously resided. Most of these districts have still not reached the pre-settlement population density today, because it has not been possible to attract new settlers to replace the displaced ones. Almost a hundred villages have failed to repopulate and have ceased to exist. The resettled areas are still among the least populated areas of Poland. Thousands of hectares of arable fields and pastures have been lost and turned into forests or wastelands. The region has also lost its unique multicultural character.

Ilias Skantzikas, Epameinondas Panagopoulos, Anthi Adamopoulou, Georgia Gouga
University of Ioannina

Diversity and Democracy in a Changing Society: Future Teachers' Perspectives

This study examines the intersection of democratic governance and diversity management within educational settings, interrogating how future teachers perceive their role in fostering democratic culture through inclusive pedagogical practices. Against the backdrop of declining institutional trust and increasing societal polarisation, the research investigates whether future educators view diversity as a catalyst for active citizenship or a challenge to social cohesion

A quantitative survey (N=140) of pre-service teachers was conducted, employing inductive statistical analysis to assess correlations between their attitudes toward cultural diversity, institutional trust, and perceived preparedness for multicultural classrooms. The results indicate a paradoxical duality: while participants overwhelmingly affirm the normative importance of democratic diversity management in schools, their confidence in key democratic institutions – particularly political parties and the media – is critically low, with only the family retaining high trust. Of greater concern is the emergence of an ambivalent stance towards democracy among a subset of respondents, suggesting a latent crisis of political socialisation.

Regression analysis reveals a statistically significant relationship ($p < 0.05$) between respondents' political affiliations and their trust levels, mirroring patterns observed in comparative European studies. Furthermore, those expressing stronger institutional scepticism demonstrate reduced self-assurance in managing ethnically diverse classrooms, implying that broader democratic deficits may undermine pedagogical efficacy.

These findings imply two major things. Firstly, they question the assumption that teacher training programmes can be relied upon to instil democratic resilience. Secondly, they expose a relationship between institutional distrust and educators' capacity to model democratic values. The study thus contributes to critical debates on education's role in sustaining democracy amid shifting sociopolitical and cultural divides.

THANASIS DIMAKAS

ΠΑΝΤΕΙΟ ΠΑΝΕΠΙΣΤΗΜΙΟ ΤΜΗΜΑ ΠΟΛΙΤΙΚΗΣ ΕΠΙΣΤΗΜΗΣ ΚΑΙ ΙΣΤΟΡΙΑΣ

Second generation immigrants: In between invisibility and mobilisation - The case of Greece

Over time Greece has been an important migration hub, in the sense that populations have migrated to and from it. In modern times, the fall of the Soviet regimes is considered an important point, when large populations from the Balkans and Eastern Europe settled in (Μαρβάκης, Παρσάνογλου & Παύλου 2001). The period of the early 1990s has been described as a pivotal period for migrant studies in Greece (Μπάγκαβος & Παπαδοπούλου, 2006 επιμ.).

Now, a few decades later, one of the issues that emerges in this field of studies is that of the status of children of immigrant generation. We refer to individuals who migrated to Greece at an early age (infancy and childhood) or were born here to immigrant parents (Portes & Rumbaut 2001, 2005).

Nowadays, this population numbers hundreds of thousands of people who, as we will demonstrate, are caught between the status of invisibility and mobilisation.

Through the presentation of the legislative evolution regarding the acquisition of citizenship and the consequences that these changes have brought about (Χριστόπουλος, 2012), the political movements that this particular social group has made and is making, and finally the cultural projection of the issues (Βεντουρά 2011, επιμ.) , we will describe the context in which this population is situated.

In short, a historical account of this social group will be attempted focusing on how a part of it has arrived at the present day to have acquired citizenship rights while another part has no citizenship.

Dominika Nowak
University of Rzeszów

Higher education in the digital age: ethical, legal and social aspects

The dynamic development of digital technologies in academia brings not only a range of innovative solutions, but also serious ethical, legal and social challenges. Higher education institutions must find their way in the new realities, in which the boundaries between academic freedom, data protection, copyright law and digital ethics are becoming less obvious. The article will attempt to identify key ethical dilemmas appearing in the context of the digital transformation of higher education. Topics to be considered will include issues of academic integrity (e.g., digital plagiarism, use of AI tools to generate content), protection of students' and employees' personal data, issues of equal access to educational technologies, and the responsibility of universities to create ethical awareness. Special attention will be given to the role of academic institutions in creating and implementing ethical policies that respond to modern technological challenges. The speech aims to present possible solutions and good practices, combining legal, social and ethical perspectives, necessary for shaping a safe, fair and responsible educational environment in the era of digitization.

Ourania Eleni (Rania) Zachariadou

University of Peloponnese

Empowering Students through Human Rights Education: A Participatory Approach in Secondary School Settings

In a rapidly transforming global context, education holds a pivotal role in cultivating democratic values, social inclusion, and critical consciousness. This presentation explores the implementation and impact of a Human Rights Education (HRE) program in a Greek lower secondary school, through a participatory action research framework. The intervention, based on the Council of Europe's Compass methodology, focused on key civil liberties—freedom of speech, freedom of religion, and freedom of the press—and engaged students aged 14–16 through experiential, dialogical, and reflective practices. Grounded in the theoretical frameworks mainly of Critical Pedagogy (Freire), the study emphasized on the transformative power of education. The program aimed not only to increase knowledge but also to foster empathy, inclusion, and the ability to critically analyze rights-based issues.

Findings indicate an improvement in students' awareness of human rights and their ability to express and defend opinions respectfully. Students engaged in dialogue around socially sensitive topics—often avoided in formal curricula—demonstrating increased resilience and civic interest. Teachers noted the value of fostering a classroom culture that embraces difficult discussions. Both students and teachers valued positive the implementation. Despite limitations related to duration and sample size, results suggest that embedding HRE in school curricula can support educational transformation aligned with democratic and inclusive values. This case study reinforces the importance of critical, participatory methodologies in shaping active, rights-conscious citizens in today's shifting societal landscape.

Magdalena Owczarczuk, Anna Wierzbicka

University of Białystok

Social trust and the pace of digital transformation in Central and Eastern European countries

The aim of the article is to examine the relationship between the level of social trust and the pace of implementation of digital technologies in CEE countries. The article formulates the hypothesis that countries characterized by a higher level of trust – both general (interpersonal) and institutional (to public agencies) – implement digital technologies faster and more effectively. The premise for such a hypothesis is the assumption that general trust reduces the perception of risk related to technological transformation and promotes openness of society, greater cooperation, creativity and readiness of companies to invest in new technologies. In turn, trust in public agencies (including the government or EU institutions) may be important in the absorption of new technologies due to the fact that they are often initiated, implemented and supported by the state and its institutions. A high level of institutional trust promotes greater acceptance of digital activities of public agencies and the regulations concerning the digital economy implemented by them.

The study is based on data from 2014–2024 covering the 8 Central and Eastern European Countries that joined the European Union (EU) in 2004, i.e.: the Czech Republic, Estonia, Hungary, Lithuania, Latvia, Poland, Slovakia and Slovenia. The article was prepared on the basis of the literature on the subject and publicly available statistical data. The level of social trust is measured using ESS and Eurobarometer indicators, and the pace of digital technology implementation is measured by the components of the DESI Index. The basic research methods used in the article are: methods of logical inference (deduction and induction) and methods of data processing, i.e. analysis (including comparative analysis) and synthesis.

Emilia Jankowska-Ambroziak, Arkadiusz Niedźwiecki,

University of Białystok

Border Economies in Transition: Cross-Border Economic Resilience and Structural Transformation in the EU's Peripheries

Traditionally seen as Europe's economic peripheries, many EU border regions have faced structural disadvantages such as limited market access, infrastructure gaps, and outmigration. However, recent findings from Cohesion Policy reports, ESPON studies, and regional development literature indicate signs of gradual change in some border regions, which appear to be taking initial steps toward economic transition and resilience, potentially influenced by cross-border cooperation.

This paper investigates how border regions participating in territorial cooperation programs—such as INTERREG, macroregional strategies (Danube, Baltic, Alpine), and Smart Specialization (RIS3)—are reconfiguring their economic trajectories. Empirical examples from the European Union borderlands illustrate how targeted investments in cross-border infrastructure, SME networks, and innovation ecosystems have fostered new economic linkages and development pathways. Macroregional evaluations further reveal the role of adaptive governance,

institutional cooperation, and network-based development in enabling these transitions. Drawing on regional development theories this study argues that peripheries are not merely passive recipients of EU support.

Despina Karakatsani, Pavlina Nikolopoulou

University of the Peloponnese

The Role of Greek Teachers in rural areas during the early post-civil war years.

The end of the occupation and the civil war finds the country destroyed and trying to rebuild itself from the ruins. Greece remained, in the early 1950s, a predominantly rural country and it was the countryside that had been particularly affected by the civil war. In the reconstruction effort that would begin immediately after its end, the ideological function of the rural school - which was largely the one-grade elementary school - was considered particularly important to governments. The role of the elementary teachers/leaders during this period was seen as crucial to the normalization and development of rural areas. The teacher was the intellectual who shared, more than anyone else, with the rural populations the difficulties of life in the countryside and in the given historical context, a man of politics and letters Constantine Tsatsos highlighted the decisive role of the teacher in rural areas, presenting him as the ideological leader of the populations. In this paper we study the conditions of life of teachers in the Greek countryside during this period, the position they held, the actions they developed and the impact they had on the life of the societies they served.

Our study is based on the study of the *Didaskaliko Vima*, the journal of the Greek Teacher Union, pedagogical journals of the early post-civil war years, the daily press and extensive literature on the period. We analyse our material with the help of the historical-hermeneutic method.

Pavlina Nikolopoulou, Despina Karakatsani

University of the Peloponnese

Propagandizing nationalism: Professors at the University in the struggle to “enlighten” the Greek people during the civil war and the first post-civil war decade.

The years of the civil war and the first post-civil war years constitute for Greece an extremely critical historical period characterized by the great tension in social relations and the brutality of conflicts. The major social issues at stake were the subject of intense confrontation, while state reconstruction was carried out on new, different bases from those of the interwar period. In post-civil war Greece, the state dominated and dominated society. On their relationship with the state apparatus depended on the satisfaction of the vital interests of the war-ravaged petty bourgeoisie, the unemployed in the cities, the displaced peasants, the intellectuals and, above all, the new bourgeoisie. The essential authoritarian regime of the post-war years chose to ‘legitimize’ the rules and practices of the civil war and make them part of a democratic, but authoritarian and constantly violated system. The official ideology of the new state was nationalism, an amalgam of nationalism, anti-communism and suburban values. In this paper we will study the

contribution of conservative pedagogues to the formation of the official ideology of nationalism. We will present the effort of academic teachers and intellectuals to make the discourse of the post-civil war state, the discourse of nationalism, scientific, i.e. 'objective' and ideologically 'neutral', by popularizing it. Our work is based on the study of the daily and periodical press of the era, on material from radio broadcasts, on lectures in the enlightenment departments of the Greek army as well as on extensive bibliography on the era. We studied our material with the help of the historical-hermeneutic method.

Aikaterini Aisopou

English Teacher in the 2nd Primary School of Nafplio Greece

The digitalization of education and its impact on students and teachers

The digitalization of education has significantly transformed the traditional landscape of teaching and learning, offering both opportunities and challenges for students and teachers alike. With the integration of digital tools, online platforms, and virtual classrooms, education has become more accessible, flexible, and interactive. Students now benefit from personalized learning experiences, instant access to a vast range of information, and opportunities for self-paced and autonomous study. Collaborative tools and multimedia resources enhance engagement and foster digital literacy, preparing students for the demands of a technology-driven world.

However, these advancements are not without drawbacks. The digital divide remains a major concern, as unequal access to devices and reliable internet can exacerbate educational inequalities. Additionally, excessive screen time, limited face-to-face interaction, and distractions from non-educational content may hinder students' academic performance and social development.

For teachers, digitalization offers innovative methods to deliver content, track student progress, and engage with learners beyond the classroom. Online platforms facilitate more efficient communication with students and parents, as well as access to professional development and global teaching resources. Despite these advantages, teachers often face increased workloads due to the need to manage both online and offline instruction. Continuous adaptation to new technologies and the demand for digital competency can also lead to stress and burnout.

In conclusion, while digitalization has the potential to enhance educational outcomes, it also necessitates thoughtful implementation and support systems to address its challenges. Ensuring equitable access, providing adequate training, and maintaining a balance between digital and traditional pedagogies are essential steps toward maximizing the benefits of digital education for all stakeholders.

Artemis Kliafa

Panteion University of Athens

Establishment and operation of the Greek “houses” in Pestalozzi's Pedopolis.

At the beginning of 1948, the year in which the Greek civil war reached its climax, the Greek government began discussions with the Swiss authorities of the Pestalozzi Village in order to accommodate orphaned Greek children in the facilities of the International Children's Village. This effort was part of the Greek government's attempt to establish itself on the international political scene as a "legitimate" and equal interlocutor and to promote its concern for children, who were undoubtedly victims of the civil war.

The paper aims to present the establishment and operation of the Greek houses in Pedopolis in the period 1949-1959. It will also deal with the education of the children, the difficulties in finding staff, the daily operation, the relationship of the children with their relatives and their visits to Greece.

Our work is based on the study of extensive archival material in the General State Archives, as well as extensive literature and articles on the period. We studied our material with the help of the historical-hermeneutic method. This paper is part of the conference section: " Educational policies and reforms in historical and contemporary perspectives".

Elzbieta Zalesko, mMarian Zalesko

University of Bialystok

SYSTEM TRANSFORMATION IN POLAND - SELECTED ASPECTS OF SOCIO-ECONOMIC TRANSFORMATION FROM THE PERSPECTIVE OF ECONOMICS AND MANAGEMENT

In Poland and other countries of Central and Eastern Europe, a systematic reconstruction of the economy has been taking place since the late 1980s and early 1990s as a result of the so-called system transformation. The transformed socio-economic system was transformed from a centrally controlled system into a capitalist one. The transformation processes were (and still are) accompanied by the creation of a qualitatively new institutional order (in the economic and administrative spheres), both political and socio-economic. Prophetic in this respect were the words of L. von Mises, who stressed that a successful reform of the socialist economic system would require a return to capitalism.

Due to its complex nature, systemic transformation requires analysis of an interdisciplinary nature. It is an excellent field of research for economists, management scholars, historians and representatives of other scientific disciplines. When considering the process of systemic transformation, a holistic approach to research becomes important. This means that analyses in this area should take into account both current and retrospective phenomena.

This article is a review. It attempts to analyse issues related to the foundations of systemic transformation, primarily in Poland. The analysis of this phenomenon is based on scientific

results found in both Polish and foreign literature. It should be emphasised that the form of reflection on the issues discussed was (and still is) influenced to a greater or lesser extent by political ideas. It is worth mentioning that the experiment of transforming the socio-economic system and the population living in the transformed countries brought positive results, especially in the socio-economic sphere.

Konstantinos Lamprakis

Panteion University of Social and Political Sciences

SOCIAL PROTEST AND PARTY POLITICS: THE JULY EVENTS OF 1965 IN GREECE AND THE FORMATION OF THE CENTER-LEFT.

The dimension of political parties and how they affect collective action is part of the broader issue of the political environment in which the protest movements and claim-making occur and develop. Indeed, political mediation is a crucial aspect of the study of social movements since the networks and the framing provided by political parties and organizations usually shape the claims and define the characteristics of the mobilization. However, the opposite is also true; social movements, contentious circles, and contentious episodes are not only shaped by parties but also are shaping them. Based on these assumptions, the speech probes how the contentious episode of July-to-September of 1965, which was the culmination of the contentious cycle of 1962-1965, had a pivotal impact on Greece's political system and contributed significantly to the crystallization of the Greek center-left, which would play a leading role in the Greek politics until at least the onset of the Greek debt crisis and the 2012 elections. Leveraging an interdisciplinary approach, combining notions of the sociology of social movements and historical research, it sheds light on these dimensions of protest politics, calling scholars and activists for greater attention to the interactions between the institutional and non-institutional forms of democratic participation, especially on the impact of the social movements on political representation.

Katerina Maniadaki

IDEC

Ethical and Legal Dimensions of AI in Secondary Education: A Framework for Responsible Use in Cyberbullying Prevention

As AI technologies are increasingly being integrated into educational settings, there is a need to address the ethical and legal concerns of their usage, particularly in circumstances involving vulnerable groups such as students. This paper presents the findings of the Erasmus+ project AI@Mediators: Artificial Intelligence and Digital Educational Tools for the Prevention of Cyberbullying, with a particular focus on the ethical implementation of AI tools in secondary schools.

Through a multidisciplinary review on the basis of education research, ethics, data protection law, and expert interviews, the project built a range of strategic materials to support schools, teachers, and policymakers. These include:

- A compilation/guide for the development of policies and protocols that provide guidance on the responsible and ethical use of AI in the secondary education and training field

- A set of ethical best practices for using AI in education and training which provide guidance on how to use AI in a way that respects privacy, protects data, and adheres to ethical standards

- An evaluation schema that provides a framework for assessing the use of AI in education

- A guide that outlines ethical best practices for using AI to detect situations of cyberbullying among teenagers. This guide provides recommendations on how to use AI in a way that respects privacy, protects data, and adheres to ethical standards.

Positioning these resources in the context of broader debates on the digitalization of education, the paper highlights the role of ethical frameworks in supporting effective and socially accountable innovation. It addresses the challenges of tackling equity, transparency, and accountability in AI-enabled interventions and highlights the need for inclusive policymaking. The paper contributes to current discourse on the ways in which education systems can adapt to technological change without compromising student welfare and democratic values. It also offers practical and conceptual materials for stakeholders interested in using AI for beneficial educational and social transformation.

Laura Ardelean

University of Oradea

Archival Traces: Greek Children's Schooling in Oradea in the 1950s

This study explores the educational experience of Greek refugee children in Oradea during the 1950s. In the aftermath of the Greek Civil War, Oradea became a temporary home for a number of displaced Greek families, whose children entered the Romanian school system during a period of intense ideological restructuring. Despite the political significance of this refugee wave, the authors would like to address the ways in which local institutions responded to the educational needs of these children, or how their presence was managed within the specific socio-political and cultural environment of Oradea.

Drawing on a valuable corpus of documents from the National Archives of Romania - Bihor County Service, located in Oradea, this study reconstructs the administrative and pedagogical practices surrounding the schooling of Greek children. The archival sources, ranging from school registers and personnel reports to inter-institutional correspondence and records of curricular adaptations, offer a rare and detailed insight into how local authorities and educators navigated the tension within the realities of cultural and linguistic diversity on the ground.

By highlighting Oradea's role, the authors would like to present the city not just as a passive recipient of centrally imposed policies but as an active actor in the educational landscape.

George Galanis-Despina Karakatsani

University of the Peloponnese

The controversy over the language of the primary school in post-war Greece (1945-1947) and the attitude of teachers.

The first introduction of the primary language in schools was in 1917, by the revolutionary government of National Defense, but the road to its final acceptance and establishment proved to be extremely difficult. The identification of the majority of teachers with the demotic language is rooted precisely in their social role - they are called upon to educate the children of the popular classes - and is fostered by their training in the interwar institutions which were designed and operated, when conditions permitted, by the heads of the Educational Group. The establishment of the Teachers' Federation in 1922 made the teachers potentially decisive partners in government decisions and in the language issue.

After the end of World War II, the Left took the initiative to re-establish the Teachers' Federation, which had been dissolved in 1935. The issue of introducing primary language in all primary school classes was one of the central points around which left-wing teachers tried to rally the sector. However, because the "language issue" had divided Greek society in the past decades, the leftist leadership of teachers chose not to promote it. Moreover, at the time of the re-establishment of Teachers' Federation in 1946, the identification of the demoticists with 'communism' still posed dangers for those who supported the introduction of demotic in 'Elementary Education'. But even when the "nationalist" teachers obtained a majority in the IO, they did not propose a change of the federation's position and did not strongly support the katharevousa. It would take almost twenty years, and the teachers would have to breathe the air of the 1964 education reform to courageously support the introduction of the vernacular again. However, after the Centre Union was expelled from the government again the IOE would again downplay the language issue. In other words, the issue of introducing primary language in primary schools is of serious concern to teachers in the post-war period, yet the Teachers' Federation of Greece, whether the conservatives or the leftists are in the majority, chooses not to make it a top issue of contention.

In this paper we will present the Teachers' Federation position on the 'language issue' in the post-war period and up to the seizure of power by the colonel dictatorship. We will investigate the reasons why, while they generally supported the introduction of the demotic language, they did not vigorously put forward this demand. We will attempt to interpret the teachers' choices by linking them to their social role, their professional identity and the political development of the period. To achieve the aims of the paper we will make use of the Journal *Didaskalikon Vima*, the press of the period and the relevant literature.

Professor Giorgos Kokkinos, Dr. Anna Maria Droumpouki

University of the Aegean

Immersive Memory: Digital Reconstructions and the Afterlives of WWII Traumatic Heritage in Greece

In recent years, the use of immersive technologies—such as virtual reality (VR) and 3D reconstructions—has transformed the ways in which societies engage with difficult heritage and traumatic memory. This paper explores how digital media can be used not only to preserve but to critically engage with the legacies of the Holocaust and the Second World War in Greece. Focusing on the case study of the Chaidari concentration camp, the first immersive VR production in Greece, the paper interrogates the ethical, educational, and social implications of recreating traumatic spaces through digital means. Drawing on memory studies, visual culture, and trauma theory, it argues that such technologies can function as tools for historical empathy and public history, but also risk oversimplifying complex pasts if not contextually framed. The presentation considers how immersive heritage interacts with contemporary processes of social change, including the digitalization of education, the mediatization of memory, and the intergenerational transmission of trauma. Ultimately, it advocates for a critical digital historiography that respects the gravity of difficult pasts while opening new pathways for reflective engagement and social inclusion.

Vasileios Andrikopoulos & Amalia A. Ifanti

University of Patras

Managerialism in education: a historical account and a comparative approach

This study seeks to explore New Managerialism policies unfolded in OECD and EU member countries in the 1988-2024 period from a historical and comparative perspective. Managerialism or New Managerialism (NM) emerged as a new paradigm in public administration and policy in the 1970s-1980s and pervaded a decade later the educational administration of mostly developed countries around the world. Nowadays it still continues to be a prevalent approach in school education. Transnational organizations, such as OECD and EU, contributed to upgrading the status of NM urging their state members to adopt homologous policies and practices. For the purpose of this study, the literature on the topic was thoroughly investigated and the official data of the period under consideration were examined. The European countries chosen in this study were grouped according to their educational administrative tradition. Data analysis revealed that the states with strong liberal tradition influenced by NM, such as the Anglo-Saxon countries, proceeded with radical reforms of their school education. At the same time, countries such as Germany and Austria integrated specific NM policies, such as external assessments and accountability already being embedded in their bureaucratic educational administration. The Scandinavian countries, on the other hand, increasingly adopted and implemented NM policies, which intensified from the mid-2000s onwards. In this way, continental and Scandinavian countries seemed to oscillate between modernization and the gradual prevalence of NM policies, accompanied by the introduction of market mechanisms in their school administration system.

Finally, the Southern European countries including France, Spain, Italy, Portugal and Greece, have also adopted specific new managerial methods and techniques in an effort to reform and modernize their educational administration system. However, they still maintain some of their old bureaucratic characteristics. In conclusion, our study highlighted the strong impact of NM paradigm on OECD and EU member states shedding light on the gradual transformation of the educational administration system of these countries.

Laura Ardelean, Nagy Károly Gabriel

University of Oradea

The Ciphered Past: A Historical Inquiry into the World of Cryptography

This interdisciplinary study, examines the evolution of cryptographic systems by integrating historical analysis with approaches from informatics. The research aims to trace the development of cryptographic thought and practice across various civilizations and eras, highlighting the complex interplay between the need for secrecy, political power, warfare, and technological innovation.

Beginning with early ciphers such as the Atbash and Caesar codes, and continuing through the Islamic Golden Age's advances in frequency analysis, the study explores how cryptography evolved as a response to historical necessities, such as diplomatic confidentiality, military strategy, and control over communication. The study highlights modern breakthroughs that revolutionized the field by introducing mathematical rigor and computational complexity as core elements of encryption systems.

By bridging the methodologies of historical research with the analytical frameworks of computer science, this study not only contextualizes cryptographic practices within their socio-political environments but also demonstrates how cryptography followed us in our evolution as a society.

Ultimately, the study argues that cryptography is more than a technical practice; it is a cultural and historical phenomenon that reflects the perennial human struggle over information, power, and trust. As such, it offers a compelling case for continued interdisciplinary research, particularly in an age where digital encryption and cybersecurity are reshaping the contours of personal privacy, state surveillance, and global communication.

Christos Fotoglidis

The Ohio State University (PhD student in European History)

Student publications and political activism in the Greek "long-1960s": from democratization to military dictatorship

This paper explores the political activities of student groups at the University of Thessaloniki from the 1950s until the military dictatorship's imposition in April 1967. It focuses on student newspapers published by student associations rather than political youth groups. Militant protests regarding the Cyprus issue reinforced the development of student identity, engaging individuals previously excluded from collective activity after the civil war. This environment fostered numerous political confrontations within the student community, which expressed complex political demands across diverse backgrounds. The analysis presents student activity as a battleground engaging all political spaces. Although the dictatorship curtailed autonomous activities, it simultaneously elevated the prominence of student activism among specific groups and factions. The paper examines student newspapers and magazines to illustrate how students articulated and understood their activities. Furthermore, it connects these activities to the mainstream political landscape, exploring the extent of their engagement with broader political developments. While the selected publications are not exhaustive, they represent various political spheres, cover the relevant period, and constitute a corpus of several issues, facilitating comprehensive study. This analysis highlights a significant student magazine from the Aristotle University of Thessaloniki in the 1950s, "Student Letters," alongside two publications from the 1960s: "Spoudasikon Vima," a conservative newspaper, and "Spoudasikos Kosmos," which published from the democratic-left sphere.

Paraskevi Alexandrou

University of the Peloponnese

Gender Equality in Higher Education: The Role of Gender Equality Plans Based on Recent Empirical Data

The issue of gender equality in higher education is still critical although significant progress has been achieved. Gender Equality Plans were introduced to support and safeguard equality within universities, and their role is considered pivotal. This paper explores issues related to gender equality in higher education, regarding the main objectives, the positive changes made by the implementation of GEPs and the challenges involved in the adoption of these plans across European universities. It is a scoping literature review which aims at providing a brief but comprehensive overview of equality strategies employed in higher education across Europe, as well as examining the progress made and the existing barriers of GEPs. It is an effort to synthesize data from recent studies on the role of GEPs and their effectiveness in supporting and ensuring gender equality in European higher education institutions. The findings presented suggest that several positive changes have been introduced towards equal representations in academia, such as improved balance in leadership roles and decision-making bodies and integration of a more gender-sensitive content in curricula. However, no one could deny the challenges involved in the GEP implementation and the several "glass ceilings" female academics face. Women are often placed in high workload positions, though male academics prefer a sense of academic

excellence. The implementation of GEPs in some European universities seems to lack a strong internal motive for equality, since- in some cases- GEPs are designed under the pressure of national laws or European programs which require immediate deliverables. Thus, the design of a GEP undergoes the risk of being tenuous without much depth and substance. The lack of expertise in gender studies, limited resources along with poor data collection and interpretation are crucial setbacks that need careful monitoring for solid equality strategies in academic environments.

Katerina Maniadaki

IDEC

Making Vocational Education and Training Inclusive: Encouraging Women's Participation in Technical Professions

Despite ongoing efforts to promote gender equality, women continue to be significantly underrepresented in vocational and technical fields in Europe. As shown by Eurostat (2023), only 26% of the students who are pursuing Vocational Education and Training (VET) in engineering, manufacturing, and construction sectors are female. In the ICT field, the figure further drops to only 19% of the workforce (European Commission, 2022). This gender imbalance not only limits the opportunities for women but also drives skills shortages and narrows the diversity of thinking in innovation-based sectors.

This paper explores how VET can become more inclusive and attractive to women, pointing out its importance in enhancing equality, resilience, and competitiveness of the European workforce. It outlines the main challenges and opportunities, drawing from preliminary findings and planned actions of the Erasmus+ project "SECOVE: Sustainable Energy Centres for Vocational Excellence." One of the most important outputs of this project is the establishment of an Observatory committed to monitoring and promoting women's participation in STEM and Technical Vocational Education and Training (TVET).

The Observatory includes a common set of criteria and indicators used to assess VET inclusiveness, as well as selected teaching and learning materials oriented towards teachers, trainers, career guidance counselors, and VET institutions. It acts as a contact point for best practices, information, data, and awareness-raising tools accessible for internal and external stakeholders in 5 European countries: Greece, Spain, Italy, Slovakia, and Portugal. Besides, the project concludes a sequence of EU-level policy recommendations and guidelines in support of inclusive and attractive VET systems.

The paper aims to contribute to the broader discussion on gender equality in education and work, offering actionable insights into how inclusive VET can empower women and drive systemic change in technical professions.

Krzysztof Bondyra

Wyższa Szkoła Ubezpieczeń w Krakowie

Crafts between ancient Greece, the Middle Ages and the present.

From a historical perspective, craftsmanship should be considered a constitutive element of the human condition. Hence, it is justified to say that the master or craftsman is an archetype. This is confirmed by numerous historical references in religion and culture, including contemporary popular culture. Starting with Hephaestus, the Greek god and archetype of the craftsman, the only Greek god who "worked". In the view of Plato and Aristotle, the original use of the term *technē*/craft was associated with a set of rules, a system or a specific method of doing something. Craft guilds, in addition to their activity in strictly professional matters, also played a very important social role, including in religious and educational spheres, as well as engaged in self-help activities for their members. Participation in religious ceremonies was therefore one of the elementary tasks of guilds. While reaching back to the origins of craftsmen's organizations, it is necessary to point out, in terms of organization, the tradition of corporations from the period of the late Roman empire and of religious brotherhoods. Historically, crafts provided the foundation for the formation of the bourgeoisie from the Middle Ages onwards, and thus, in the long term, of modern societies. Crafts were also a model for institutions such as universities, because the medieval *universitas* was modelled on the organisation of crafts, i.e. a group of masters who practiced their profession and treated the education of students as a complementary activity. The Middle Ages saw the dynamic development of cities, which was associated with the requirement to organise production and sales. The aim of is to attempt to look at the topic of crafts from a historical and comparative point of view and to fill the cognitive gap by systematizing various concepts of the functioning of crafts. An attempt was made to organize the ways of defining crafts in various countries by characterizing the historical, religious and cultural-social dimensions.

Carolina Ferraro

The Tadeusz Manteuffel Institute of History Polish Academy of Sciences, Warsaw,
Poland

Nostalgia and Political Identity: Analyzing *M: Son of the Century* Through Arendt, Kundera, and Bauman

The aim of this paper is to connect "nostalgia" with politics, emphasizing the issue of individual identity within collective memory. Drawing on the thoughts of Hannah Arendt, Milan Kundera, and Zygmunt Bauman, this study develops a framework to analyze Mussolini's political trajectory (1922-1943) as represented in *M: Son of the Century*, a TV series by Joe Wright based on Antonio Scurati's book (2017).

In *Between Past and Future* (1968), Arendt discusses the void that emerges when individuals are unable to fully immerse themselves in or connect with the present. This void, which arises during crises of authority, freedom, or critical thinking, influences collective consciousness and, consequently, collective action. This emptiness also alludes to a certain "ignorance." Indeed, in *Ignorance* (2000), Kundera portrays nostalgia as a self-sustaining emotion, deeply intertwined with suffering, which leads to the mythologization of eras that never truly existed. Building on this perspective, Bauman's conception of nostalgia, as elaborated in

Retrotopia (2017), describes the early twenty-first century as an “age of nostalgia” in which, despite the loss of faith in utopian visions, people still await the reemergence of an abandoned past—that is, a retrotopia.

Based on this theoretical foundation and the reconstruction of these conceptual links, the figure of Mussolini reemerges in the Italian political debate surrounding the government of President Giorgia Meloni. The series *M: Son of the Century* interweaves historical events with elements of fiction to critically examine the enduring influence of fascist ideologies on modern Italian society. Through character-driven drama and socio-political commentary, the series invites reflection on how historical and pseudo-historical narratives shape contemporary society.

Katarzyna Korona

Maria Curie-Skłodowska University in Lublin

Coaching in penitentiary rehabilitation

The data contained in the annual statistical information of the Ministry of Justice has for years confirmed the high state of the prison population. Its structure has been changing over the past few years, but the persistence of a large group of recidivist prisoners makes one reflect on the shape of penitentiary pedagogy. Doubts remain as to whether the last word has been said about the proposed interventions, or whether something new can still be proposed. The changing world brings with it a number of opportunities, enabling the individual to develop, motivate them to change behavior and attitudes, as well as self-development. This article will discuss the coaching process as an opportunity to increase the motivation of people deprived of liberty. The idea of using coaching in the process of rehabilitation is relatively new, but there are more and more studies indicating its potential on the ground of penitentiary pedagogy. The possibilities of using it as a form of supporting inmates in the process of social reintegration, taking into account their individual needs, will be presented.

ELŻBIETA SŁABIŃSKA

UNIwersytet Jana Kochanowskiego w Kielcach

From public works to private initiative. State policy of the Polish state aimed at the professional activation of the unemployed in the years 1924-2004.

Outline of the problem

Unemployment was and is one of the most important problems in the Polish State. This is a permanent phenomenon, but in periods of economic collapse it reaches alarming proportions. My aim is to show the changes in employment policy from a historical perspective: in the Second Polish Republic, the People's Republic of Poland and the Third Republic of Poland (especially in the years 1924-2004). The cut-off dates are: 1924, when the Act on Unemployment Security was issued, and 2004, when the Act on the Promotion of Employment and Labour Market Institutions was published.

In the Second Polish Republic, a state policy was formed aimed at reducing unemployment and mitigating its effects. Some of its elements survived in the so-called breakthrough period. It was also modeled on it in the Third Polish Republic. I will discuss:

1. Definition of an unemployed person in legal terms.

2. Institutional system aimed at professional activation of the unemployed. 3. Active forms of help. I will focus on the last of the mentioned points. I will characterize the forms of activity of the unemployed in the Second Polish Republic, such as: career counseling, public works for adults and youth, innovative forms, economic emigration. Then I will discuss the activation of the unemployed in the period of the breakthrough: career counseling, the "AZ" campaign, the "productivization" of Jews and people with disabilities, youth employment, recruitment among immigrant Poles. At the beginning of the Third Republic of Poland, the state provided services in the field of: career counseling, intervention work, apprenticeship or retraining, granting loans for business activity, activation of secondary school and university graduates. Changes in employment policy are taking place not only in forms of activating the unemployed, but also consist in the decentralization of labour market institutions and the adoption of the principle that individual activity is to play a special role in the market economy.

Agnieszka Żyta, Monika Parchomiuk, Katarzyna Ćwirynkało, Zdzisław Kazanowski

University of Warmia and Mazury in Olsztyn, Poland (1,3), Maria Curie-Skłodowska University in Lublin (Poland)

Exploring Polish Nursing Students' Views on the Healthcare Rights of Persons with Intellectual Disabilities

Healthcare professionals' awareness of patient rights, particularly for individuals with intellectual disabilities (ID), remains a significant challenge. Due to communication barriers, cognitive impairments, and limited understanding among providers about their unique needs, people with ID face heightened risks of marginalization and neglect. A lack of knowledge about patient rights among healthcare staff can directly influence whether these rights are upheld or violated. This pilot study aimed to explore the perspectives of nursing students (NS) in Poland regarding the rights of patients with ID. A survey was administered to 120 NS, incorporating three tools: The Beliefs about Rights of Individuals with Intellectual Disabilities in Healthcare Scale (BS), the Social Distance Scale (DS), and a sociodemographic questionnaire. Findings suggest that the interplay between NS' beliefs about ID patients' rights and their social distance toward this group may critically shape their future professional attitudes. The study highlights the need for targeted education to reduce biases and improve equitable care practices.

Anita Famuła-Jurczak

Uniwersytet Zielonogórski

The paternal legacy in the narratives of young men: reconstructing the value system

The topic of the presentation focuses on the analysis of young men's narratives in order to reconstruct the system of values passed on to them by their fathers. The main goal is to understand how family values, traditions and patterns of behaviour are passed on in the father-son relationship and how they are interpreted and adapted by the younger generation. The presentation will discuss key aspects of value transmission, such as: the role of narrative in the process of building identity, the importance of conscious and unconscious intergenerational transmissions and the impact of contemporary cultural and social challenges on this dynamic. The analysis is based on narrative interviews with young men, which allows for presenting a multidimensional perspective on the process of intergenerational value transmission. To sum up, the presentation will attempt to answer the question of what values are most often passed on in father-son relationships, how these values evolve and what impact they have on the young generation in the context of their own identity and relations with the environment.

Adriana Merta-Staszczak

Wrocław University of Science and Technology

Tourism movement in the Vilnius voivodeship as a tool of economic development in the interwar period in Poland

In the 1920s and 1930s, one of the important elements of the planned economic development of Vilnius was the launch of tourism. The region had considerable sightseeing and historical potential to attract visitors from other parts of the country and abroad. The promotion of tourism in the area was entrusted to a special tourism department, which operated within the local administrative structures. Its task was not only to encourage recreation in the region, but also to create a positive image of Vilnius as an attractive tourist destination.

The tourism department undertook many promotional activities. Lectures were organized in district towns, various publications about the region's values were prepared, and exhibitions - including those outside the country - were held to present the beauty of the landscape and cultural heritage of Vilnius. The purpose of these initiatives was to attract both individual tourists and organized groups. These activities also had educational significance - they popularized knowledge of the region's history and nature.

Despite these efforts, the development of tourism in the Vilnius region encountered serious difficulties. The main obstacles were considered to be the underdeveloped transportation network, especially the lack of adequate railroad connections, and poor tourist infrastructure, such as accommodation, catering facilities and field guides. These problems hampered the development of tourism and limited the effectiveness of ongoing promotional activities. Nonetheless, efforts during this period laid the groundwork for further tourism development in the region.

Sorin Șipoș, Laura Ardelean

University of Oradea

The Image of Romanians in Foreign Travelers' Accounts in the 18th Century

The authors propose an imagological analysis of the perceptions of Romanians as reflected in travel accounts written during the 18th century. Imagology, as a branch of comparative literature and cultural studies, provides an essential methodological framework for understanding how otherness is discursively constructed through prejudices, stereotypes, and ideological contexts. By analyzing a selective corpus of texts, such as travel journals, memoirs, different official reports and correspondence, written by diplomats, missionaries, adventurers, and scholars from both Western Europe (notably French, German, Austrian, and English) and the East (especially from the Ottoman and Russian Empires), a series of recurring representations of Romanians can be observed. These representations oscillate between exoticism and disparagement, between admiration for traditions and criticism of social backwardness. The study also seeks to differentiate perceptions according to the regions visited (Wallachia, Moldavia, Transylvania). Naturally, the travelers' opinions are influenced by their expectations and purposes, as well as by their preexisting projections of Eastern Europe as a space of otherness.

The analysis emphasizes the necessity of a critical reading and recontextualization of these sources, highlighting the imagological dimension as a valuable tool in studying Romanian identity in the 18th century.

APATI CRISTIAN

National Archives of Romania, Bihor County Service

The evolution of relations between the Habsburg State and the Orthodox Church in Transylvania and Hungary. The case of the Orthodox Church in Bihor County (1700 - 1848)

The end of the 17th century brought a new political reality to this part of Europe. The Turks were driven out by Austrian armies supported by the Orthodox Serbs. The latter left the Ottomans in exchange for privileges, mainly of a religious nature. At the time, the Habsburg state promised the Serbs control over all Orthodox believers in the Empire.

On the other hand, the Habsburg seizure of power meant the rebirth of the Catholic Church. The Counter-Reformation soon became state policy. In the case of the county of Bihor (a Hungarian county at the time), the fact that the Roman Catholic bishop of Oradea had been supreme committee for more than half a century was a support for this policy. The main subjects of counter-reformation measures became the Orthodox Romanians, the majority population of the county.

Since the middle of the XVII-XVIII centuries, there were actions to integrate the Orthodox believers and priests into a new ecclesiastical structure under the authority of the Pope, in the Greek-Catholic Church. Of course, Serbian Orthodox bishops intervened in defense of those who professed their faith. In this context, for almost six decades, Bihor county was the scene of

significant religious upheavals, disturbances that hindered the modernization plans being considered in Vienna.

From the sixth decade onwards, the Habsburg state changed its view of the Orthodox Romanians in Bihor. After recognizing their belonging to the Serbian Orthodox ecclesiastical system, based in Karlowitz, the next step was to integrate the Orthodox Church of Bihor into the vast imperial bureaucratic apparatus. The aim was to use the Bihor Orthodox structure in imposing the modernizing vision emanating from the imperial capital to the last settlement.

MIROSŁAW KOWALSKI

UNIWERSYTET ZIELONOGÓRSKI

EDUCATION TOWARDS RESPONSIBILITY FOR HEALTH

Modern human life situation in so far breaking conditions of existing cultural contract, blurring moral responsibility for health, brings the feeling of lostness and personal identity crisis. Many people, especially adolescents do not know what regard as appropriate for their own health and what for unhealthy. So they keep on trying to be open from everything. It seems that health as a value in the condition of many opinions, points of view, manners has ended up on a place where a specific accomplishment from fortune into choice and/or from choice/decision into fortune is made. What is written above is related to the transformation of the meaning of the word “health” in the social-cultural ground, which can be conventionally called the matrix of health capitalization. It is identified with promotion of duplicity of both health and body by the TV (internet).

Afflicting the multitude of contents and images of the health day after day we become more and more passive in view of the amount, but first of all the possibility of correct interpretation of signs, of symbols about health character. It is contributing for making reality unreal. Health visions materialized on the screen become the ways of depicting the health, influencing directly on the health practices of the everyday life (lifestyles, behaviors, attitudes). And so whether it is possible to state that the contemporary health culture which create the cultural environment is in fact a culture of the “stream” of television images of the health, producing an effect of the constant participation (and perhaps of constant presence)?

Kamil Kowalski

University of Lodz

The transformation of the American legislation on industrial relations: the case of the NIRA and the Wagner Act

The US labour movement gained momentum after the passage of the NIRA (1933) and especially the Wagner Act (1935). The new law guaranteed workers the right to organise and bargain collectively through representatives of their own choosing. The dynamic growth of union membership was accompanied by heated debate over the application of the legal provisions of the new laws. I present the genesis of both laws, comment on the main axes of the debate in Congress, and characterise the positions of the main interest groups: trade unions and workers'

organisations. I trace the main provisions of the laws and juxtapose them with the strategies used by the employers to counter their provisions. In the final section, I reflect on the significance of the legislation adopted and its pioneering and timeless meaning.

Andrea Di Carlo

University College Cork

Parrhēsia in the USA: Social Movements and the Supreme Court

The US Supreme Court has, since the leading decision *Brown v. Board of Education* (1954), been at the forefront of either social progress or reactionary decisions. The Warren Court, thanks to leading cases like *Miranda*, *Edwards*, or *Brown*, shaped the country during the Civil Right era. However, the recent decisions handed down by the Roberts Court (Dodds being most notorious one), has marked a regressive and reactionary course in US jurisprudence. Both courts produced the emergence of groups ready to risk their own lives and livelihoods for the sake of their ideas. This is bound up with the Foucauldian notion of parrhēsia, bold truth-telling. I argue that decisions of the Supreme Court can instigate the emergence of parrhēsiasts, people ready to take chances for their ideas.

Jarosław Kinal

University of Rzeszow

Immersed in media narratives. Technological determinism as a factor in changing social behavior

In contemporary societies, the rapid evolution of digital technologies and media environments has significantly altered how individuals communicate, perceive reality, and engage with the world around them. This presentation examines the concept of technological determinism as a key factor in shaping social behavior, with particular attention to how immersion in media narratives influences individual and collective experiences.

Technological determinism posits that technological innovations are the primary drivers of cultural and societal change. When applied to the media landscape, this perspective suggests that the structure and affordances of media technologies—whether streaming platforms, social networks, or algorithmic newsfeeds—play a crucial role in framing not only what is communicated, but also how people think, feel, and act. This presentation investigates the ways in which media narratives, shaped by the logic of digital platforms, affect identity formation, social interaction, and public discourse.

Drawing on interdisciplinary research and selected case studies from digital culture (including narrative-driven games, social media campaigns, and serialized streaming content), the presentation highlights how media encourage new forms of emotional engagement, participation, and even behavioral conditioning. At the same time, it critically addresses the risks of algorithmic control, echo chambers, and passive content consumption.

Ultimately, the goal is to explore whether individuals remain passive recipients of technological influence or can actively and critically navigate the digital landscape. The presentation invites reflection on the balance between agency and determinism, raising

questions about autonomy, media literacy, and the potential for shaping more inclusive and reflective digital narratives in the future.

Agata Krzywdzińska

Jagiellonian University in Cracov - Poland

Media's Role in Russian Modern Propaganda: "60 minut" television talk show analysis

Previous research on talk shows has shown that talk shows are important because they are the subject of considerable public debate. In my presentation I will analyze the Russian popular talk show "60 Minutes" in terms of use manipulation and disinformation techniques.

Marianna Gladysz

Ivan Franko National University of Lviv

Beyond the Headlines: Understanding the Complex Challenges of Migration in Europe

The issue of migration to Europe frequently dominates news cycles, often framed through simplistic narratives of crisis and overwhelming numbers. Nowadays it is required a deeper exploration, moving beyond sensationalism to analyze the multifaceted and complex challenges that migration presents to the continent. The understanding of these challenges requires a nuanced approach that considers not only the immediate pressures on reception systems and border management but also the long-term socio-economic, political, and cultural ramifications. Furthermore, this research analyzes the capacities and limitations of European states and institutions in responding to these complex movements. It evaluates the effectiveness of existing asylum frameworks, integration policies, and border management strategies, while acknowledging the constraints imposed by political polarization, varying national interests, and resource limitations. The paper investigates the long-term socio-economic impacts of migration, including its effects on labor markets, welfare systems, and social cohesion, drawing on empirical data and comparative case studies across European nation

Nikola Antosik-Kot

Academy of Applied Sciences of the Opole

The child and the impact of family incompleteness on adult life – analyses and reflections

Family incompleteness is a problem that is constantly growing in the social space. For divorcees and especially children, it is a difficult situation and takes on the sign of an existential crisis. A long state of disadvantage can cause social isolation and, in extreme situations, lead to social exclusion. The situation of family incompleteness, regardless of the cause, affects the way

a child functions in his or her adulthood. The aim of this paper is to present analysis and reflection in the course of the study of the literature and research in the context of this issue.

Dominika Popielec

Maria Curie-Skłodowska University in Lublin

Whistleblowing and their impact on society in Poland

Whistleblowing is a process that involves an individual disclosing illegal activities undertaken by an organization. In general, the practice of whistleblowing tends to be received positively by those around it, although there is no shortage of critical remarks and negative assessments. In countries with mature democracies, whistleblowing is met with approval because of the whistleblower's action on behalf of the public interest. In contrast, in countries with relatively less experience in this area, whistleblowing is sometimes viewed ambiguously, but with a distinctly negative attitude. Poland, which has no previous experience in the practice of whistleblowing, should be classified in this group. This trend is changing as a result of the activities of the media and NGOs. The purpose of the paper is to present the phenomenon using selected examples of Polish whistleblowers in a comparative perspective.

Eirini Tsara, Angelos Angelopoulos

National and Kapodistrian University of Athens, Athens University of Economics and Business

School Mergers in Early Childhood Education

Despite not being a heavily industrial country, Greece has been experiencing an intense urbanization over the last decades. At the same time, whilst the demographic structure of Greece has been allocating less and less working-aged families (thus, young children) into the rural areas of the country's mainland (although there has been a considerable rise in the number of the land-workers foreign immigrants that have been populating these areas), Greece's population has been growing at a very slow pace. Albeit, contradictorily to the aforementioned realities, Greek public Early Childhood schools insist on being held viable and operant by the responsible Greek authorities into the country's rural area, even with the minimum (required) number of students. This paper develops a simple education (theoretic) economic model to illustrate the following detrimental implications of this decision and, accordingly, phenomenon. First, the marginal productivity of the (average) Greek public Early Childhood teacher is kept low. Second, the management (administration, organization, maintenance, and so forth) cost of the specific school unit is kept high. And third, due to (i) and (ii), the educational product or output at the Early Childhood level is inefficient or suboptimum, i.e., not the potential or maximum one. This in turn happens, the paper's model argues, because of (i) the economies of geographical scale (namely, of the economies of spatial agglomeration into school clusters) and (ii) the economies of spatial scope, that are not taken advantage of, due to the unnecessary spatial dispersion of the Early Childhood school units. In sum, this paper informs the education policy maker of Greece that it is socially-economically beneficial to proceed into school geographical mergers. In fact, the model

predicts a positive net benefit from this educational reform, regardless the pupils' transportation costs that would have to be endured by the ministry of education, i.e., the government budget.

Mariola Kinal

University of Rzeszow

Pre-school and early childhood education in Poland - how and whom do we teach, and how would we like to teach?

The purpose of the speech is to show the educational system in Poland at the level of preschool and early childhood education. The speech will address the legal aspects of educational institutions, the principles and goals that are implemented in them. The most important legal acts for preschool and early childhood education will be presented. The speaker will discuss issues of educational organization, paying attention to the role of the teacher, the role of assessment and the organization of the physical space in the classroom for the effectiveness of the didactic process. In addition, contemporary educational trends in Poland will be presented, such as the pursuit of individualization of the educational process, implementation of activating methods and formative assessment.

Natalia Pera

University of Rzeszów

Italian solutions at a Polish university: a comparison of early childhood teacher education systems

Although European Union aims to unify higher education systems across the member states, there are still some differences between them. In own research, teacher's education in Poland and Italy has been compared, based on conditions and curriculums at University of Rzeszów and University Suor Orsola Benincasa in Naples. The main goal of the research was to verify which elements of student's education in Italy can be applied at Polish universities. The research tackled the problems of student's opinions about mandatory and facultative subjects, preferred ways of knowledge assessment and student's preferences about the ways of practical preparation for future job. The study was based on a diagnostic survey and the research tool was an interview questionnaire. The results, based on answers from 55 Polish students, show a great need for change and improvement in the preschool and primary-school education degree programme.

Eirini Tsara

National and Kapodistrian University of Athens

Reimagining Pedagogy for Roma Students in Early Childhood Education in Greece

This study critically examines the persistent barriers to the educational inclusion of Roma children in early childhood education in Greece and advocates for a culturally responsive and socially just pedagogical framework. Despite policy initiatives promoting inclusive education,

Roma students continue to experience structural exclusion, cultural invisibility in curricula, and inadequate institutional support. Socioeconomic hardships, linguistic differences, and systemic discrimination further hinder their access to and participation in early education. Upon the existing policy frameworks, this study identifies key shortcomings in current approaches and proposes transformative strategies for fostering equity. It emphasizes the importance of integrating Roma cultural heritage into curricula, implementing differentiated and anti-bias teaching practices, and strengthening community engagement. The paper, in particular, explores innovative classroom strategies, including the use of identity texts, bilingual resources, and creative expression, to enhance Roma students' visibility and sense of belonging. Additionally, it highlights the need for targeted teacher training to equip educators with the skills necessary to support diverse learners effectively. By reimagining pedagogy through an inclusive and culturally sustaining lens, this study underscores the necessity of systemic change to ensure Roma children not only access early childhood education but also thrive within it, fostering social cohesion and educational equity.

Andrzej Chudnicki, Anna Chudnicka

Maria Curie-Skłodowska University in Lublin

Quality education for all? Between medical and social models in the approach to students with Special educational needs and disabilities (SEND)

The 2017 education reform in Poland aimed to implement inclusive education. It was assumed that mainstream schools would become inclusive, high-quality learning environments accessible to all students—regardless of their individual needs and abilities. However, within the same system, an opposing trend is becoming increasingly evident leading to the rise of special treatment of certain groups of students. This is reflected in public discourse by concerns about limited access to child and adolescent psychiatry and the growing demand for the development of psychological and pedagogical support services in schools.

The aim of the study was to assess the extent to which the current support model genuinely fosters inclusion and to what degree the reform's objectives are being realized in practice. The analysis focused on changes in the number of students with special educational needs within the school system over time. The underlying assumption was that the effective implementation of high-quality inclusive education would result in a gradual decrease in the number of students referred to special education.

The study used desk research methods, including the analysis of statistical data on students with special educational needs between 2013 and 2024. This was supplemented by a review of educational documents—such as legal acts and reform implementation strategies—aimed at identifying systemic processes taking place in education.

The analysis revealed a significant increase in the number of students with official diagnoses, particularly in the area of social and adaptive difficulties, which substantially affect functioning in school environments. This trend may be strongly correlated with the rising demand for specialist support—especially from psychologists and special education teachers.

Małgorzata Małecka - Tomala

WSB University in Dąbrowa Górnicza, Poland

Challenges in developing students' transferable competencies in Poland in the age of AI. The use of innovative teaching methods - Design Thinking and LEGO Serious Play at WSB University.

In the era of artificial intelligence, higher education is compelled to re-evaluate traditional pedagogical approaches to meet the demands of a rapidly evolving professional landscape. This presentation examines the challenges of developing students' transferable competencies at WSB University in Poland and investigates the potential of innovative teaching methods—namely Design Thinking and LEGO Serious Play—to address these challenges.

By integrating Design Thinking into the curriculum, we provide students with a structured framework to engage in iterative problem-solving, creativity, and user-focused innovation. Concurrently, the use of LEGO Serious Play fosters an experiential learning environment that encourages collaboration, critical reflection, and effective communication through hands-on, playful interaction. Both methods aim to cultivate essential skills such as adaptability, strategic thinking, and effective teamwork, which are increasingly valuable in an AI-driven world.

Our research includes qualitative feedback from students and educators, alongside observational data from course implementation. Preliminary findings indicate that these innovative methodologies significantly enhance student engagement and the practical acquisition of skills that transcend disciplinary boundaries. Additionally, the approaches contribute to bridging the gap between theoretical knowledge and practical application, ultimately preparing students to navigate and lead in complex, AI-influenced contexts.

This session will detail the integration process, highlight the challenges encountered, and discuss the implications for curriculum development and teaching practices in higher education. The insights gained from WSB University can serve as a guiding framework for academic institutions worldwide seeking to foster a future-ready workforce through the development of robust, transferable competencies.

ELENI PROKOU; GEORGIOS DOURGKOUNAS

PANTEION UNIVERSITY; UNIVERSITY OF PATRAS

Researching inequalities in access to higher education and entrance to employment in Greece

Over the last four decades or so, Greek higher education reforms would serve the aims of 'equity' (in terms of the expansion of the higher education system) and economic 'efficiency' (albeit at the level of rhetoric). An evaluation of the outcome of these policies, focusing on the social background of graduates of the university and the non-university sector [the former Technological Educational Institutions (TEIs)], and on their entrance to employment, through the analysis of the European Social Survey data for the years 2002 and 2010, showed that the social background determined the type of studies (University or TEI). University graduates' parents had a higher educational level and better jobs compared to the non-university sector graduates'

parents. Social inequalities in entrance to a differentiated higher education system persisted and were associated also with inequalities in graduates' employment prospects. In terms of labour force, for the same period, there was a decrease of university graduates and an increase of non-university graduates, the latter facing a higher unemployment rate. In 2002, more university graduates were working as science professionals and technicians than non-university graduates. In 2010, there was a decrease of both university and non-university graduates working as science professionals and technicians, with the non-university graduates working also as clerks and service, shop and market workers. Between the years 2002 and 2010, there had been an increase of unemployment for both types of graduates - an effect of economic crisis in Greece. After the reforms that took place during the last 15 years, with the upgrading of the former TEI to university level establishments, the paper aims to further explore the issue of inequalities in access to higher education and entrance to employment in Greece, through the analysis of the European Social Survey data for the years 2011 to 2023. The significance of the study lies on the contradictory nature of university mergers. In Greece, the debate embraces different but interrelated themes, namely, access to higher education, economic efficiency versus social justice, and currently non-public universities.

Aikaterini Moschopoulou

University of Peloponnese

Design Thinking and the Greek Primary Education Curriculum

The increasing presentation of scientific publications related to Design Thinking as a teaching approach that can be utilized in the field of primary education for learning how to manage open and complex sustainability problems (see Melles et al, 2015; Scheer et al, 2012; Klapwijk, 2013) has stimulated interest in its further exploration in Greek public education for the first time. It is a new teaching strategy that contributes to the development of creative and critical thinking skills, communication, collaboration and conflict management. Its implementation depends on the prediction and observance of specific principles, objectives, pedagogical theories and educational activities that can promote the described teaching approach. They are provided by the corresponding Curriculum of education, as defined by Jess, Atencio & Thorburn (2011). Therefore, the question arises whether the Greek Curriculum provides for the development of design thinking with the aim of solving sustainable problems which are undefined social problems with so much confusing information without a single acceptable solution. This article highlights the philosophical, epistemological, educational, pedagogical and didactic principles that inspire the Interdisciplinary Greek Curriculum in contrast to the New Curriculum of the lesson of Modern Greek Language of Greek Primary Education. Thus, it is investigated whether Design Thinking is promoted as a teaching approach for developing and managing open and complex sustainability problems in the classroom. The described investigation is achieved by applying thematic analysis as a research method that contributes to the categorization of explicit and implicit ideas. The conclusions that emerge demonstrate that there is the possibility for the Greek public education teacher to apply some of the basic principles of Design Thinking. In other words, difficulties are identified in terms of the overall and comprehensive utilization of each stage and therefore the lack of support for students in finding the appropriate way to manage an open and complex problem within the context of language teaching.

Orfeas Alexios Xanthoulis

University of the Aegean

Reconfiguring the University: From the 'world of knowledge' to the 'world of interests'

This presentation undertakes a critical examination of the university's evolving role as a principal institution in the production and dissemination of scientific knowledge. It traces the trajectory of the university from Humboldt's theoretical conception of 'Wissenschaft', which emphasized in the idea of intellectual autonomy and the pursuit of knowledge for the knowledge itself, to the contemporary neoliberal university, characterized by market-oriented imperatives and performance-driven models of evaluation. At the core of this examination is the tension between two opposing paradigms: first, the university as a 'world of knowledge', where the university is a space of autonomous knowledge production and second, the university as a 'world of interests', where the pursuit of knowledge is increasingly shaped by external stakeholders, including government bodies, industry partners, and other political and economic forces. The subsequent section will direct its attention to the challenges that arise within this latter framework ('world of interests'), with particular reference to academic freedom, the instrumentalization of scientific research, and the narrowing of educational purpose. Through this cognitive approach, the university is presented not only as a place of learning, but also as a mirror of changing societal values and power structures. The presentation ultimately argues for a renewed engagement with the philosophical roots of the university and urges a rethinking of its institutional role in the light of contemporary social and political challenges.

Rea Mavrogianni

University of Patras

The two-way relationship between education and health - Health Promotion Schools

The main objective of this proposal is to explore the issue of educational policies linking education and health, both in the context of sustainable development goals and European policies. This link is understood through the contemporary expanded concept of health which highlights the social dimension of health. Thus, education as a universal social institution is seen as playing a fundamental role in shaping the lives of citizens and societies worldwide. In conclusion, education together with health, function as key factors in shaping the capabilities, autonomy and life prospects of individuals (Sen,1999).

This proposal for a paper aims to review the literature on policies (and their foundations) linking education and health by highlighting their two-way relationship. Through the review of policies of major international organizations, such as the World Health Organization or Unesco, and the European Union, we will end up focusing on health promotion schools.

A Health Promotion School is a school that promotes health and continuously enhances the individual's ability to live and work in a healthy living, learning and working environment (WHO 2020).

In light of this, we will attempt to analyse in broad terms the formation of health promotion school policy and ways of promoting it, and conclude by highlighting why this policy is important.

Barbara Szczepańska

University of Wrocław

Women's role in the intergenerational transmission of practices aimed at preserving sacral landscape – the case study of Kłodzko Land's small sacra architecture.

The purpose of this article is to answer the question regarding women's role in intergenerational transmission of practices aimed at preserving small sacral architecture. The results of the research presented here reference 13 interviews with women as well as 300 surveys conducted among students (of age) of secondary schools in the Kłodzko Land region. The same research project has also led to an inventory of 2689 sacral objects – particularly small sacral architecture – including 908 shrines, 1026 crosses and 259 figural monuments. While previous research has already pointed to women's central role in the preservation of the sacral landscape, it has not touched on the attitudes and motivations behind their efforts, nor on the intergenerational transmission of such behaviours. It is this gap that our paper seeks to fill. Our findings indicate that women's role in the latter aspect is also crucial. However, the research has also revealed a surprisingly strong impact of men when it comes to intergenerational transmission of such practices

Michał Skóra

University of Rzeszów

From factory work to remote work: Selected aspects socio-economic transformations and the evolution of labor law.

The aim of the paper is to present selected aspects of socio-economic transformations that have influenced the shape and content of labor law from the era of industrialization to the present day. The starting point is an analysis of working conditions in factories during the 19th and early 20th centuries, which led to the emergence of the first protective regulations—such as limitations on working hours, rules for employing women and children, and the right to form trade unions.

In the following decades, as technology, urbanization, and globalization developed, both the structure of employment and forms of work evolved, leading to successive stages of labor law transformation. The paper will examine the impact of economic changes—such as political system transitions in Central and Eastern European countries, the development of the service sector, and digitization—on the shape of modern labor law regulations.

Particular attention is devoted to remote work as a relatively new form of employment, whose significance increased notably after the COVID-19 pandemic. The analysis will address the challenges this model poses for legislators, including issues related to working time, the

right to disconnect, employee monitoring, and occupational health and safety in the employee's home environment.