



NATIONAL UNIVERSITY OF ATHENS
SCHOOL OF PHILOSOPHY
DEPARTMENT OF PHILOSOPHY, PEDAGOGY AND
PSYCHOLOGY

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(Theory and Practice of Multicultural Education)

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1. PERSONAL DATA

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2. ***ACADEMIC STUDIES IN SWEDEN AND IN GREECE***

- **2011: Lecturer** at the Faculty of Philosophy – Pedagogy – Psychology, National University of Athens, School of Philosophy.

- **2007: PhD dissertation** on: *«Constructivism impact on education – comparison between intervention schools of the Program: «Repatriated and Immigrant Students’ Education» and normal state schools»*, (*«Η επίδραση του κουνστρουκτιβισμού στην εκπαίδευση – σύγκριση σχολείων παρέμβασης στο Πρόγραμμα: «Εκπαίδευση Παλιννοστούντων και αλλοδαπών μαθητών»*), University of Athens, Faculty of Philosophy, Philosophy, Pedagogy, Psychology Department, Pedagogy Sector.

SUMMARY

In his doctoral thesis, the candidate focuses on the diptych constructivism-education and examines the assumption of a full integration of constructivist elements in the schools having cooperated with the Cross-Cultural Education Center, in the context of the program for repatriated and immigrant students education.

The thesis consists of two parts: The first, theoretical part consists of five chapters, entitled respectively: *Introduction, Methodology Issues, The development of knowledge, The application of constructivist theories and the application of constructivist theory in teaching.*

The *introductory chapter* outlines the course of scientific evolutions ending up to the enrichment of educational research with the new paradigm of constructivism, through the emergence of interdisciplinary approach and the contestation of positivism. The paper's overall purpose is thus delimited, being the critical study of constructivism and its impact on science and education. The research's assumption is presented in a concise manner; the presentation and structure of chapters follows.

The second chapter (*Methodology issues*) highlights the variety of ways to approach constructivism by its researchers (Piaget, von Grasersfeld and Vygotsky) and through this variety the fundamental elements of constructivism are identified pertaining to Education Theory, namely creation by students of their own knowledge, through the processing of old-new information, the development both of the initiative and their responsibility, the recognition of the teaching environment significance for learning.

The third chapter analyzes thoroughly the progress of science from the reasonable empiricism of Russell, Ayer, Reichenbach, Hempel, Wittgenstein, through the substitution of the idea of verification by the idea of 'gradually increasing confirmation' in the work of Kuhn, who introduced the concept of 'paradigm' and in the works of Feyerabend, Toulmin, Popper, Lakatos.

The fourth chapter, *Application of constructivist theories*, elaborates on the views of different schools in the sector of constructivist theory. In particular, the positions of the school of Edinburgh and in particular of Bloor and Barnes are presented. Bloor's 'strong program of sociology of knowledge' is thoroughly analyzed, putting forward the positions of neutrality/impartiality and symmetry. The microsociological processes of the school of Bath and in particular the 'empirical program of relativism' of Collins is presented.

In the last chapter of the theoretical part, the *Application of constructivist theory in teaching*, the value of constructivism is highlighted as a method for effective educational applications and it is contrasted with the 'traditional' or 'objective' model. The points of supremacy of the first versus the second are stressed; such points are school classroom operation, the roles of teacher and student; regarding school classroom, the most important points are team work, emphasis on the main concepts, the teacher as facilitator by identifying the level of existing knowledge in students, the taking up of initiatives and the formulation of questions by students. As regards the role of student, the use of existing behaviors and the connection thereof with new ones is stressed. At the end, useful strategies are suggested for the teacher during the class and the benefits of constructivist method are highlighted for the development of cognitive, communicative, social and adaptation skills of students, for evaluation improvement and the creation of substantial learning incentives.

The second, research part includes an introductory unit, presenting the purposes and assumptions of the research and the separate chapters: *Method, the research results and Discussion and interpretation of findings-Conclusions*. At the end *Literature is presented and 9 Annexes with all the statistical analyses used and the final questionnaire of the research, as suggested*.

The introductory unit elaborates on the thinking behind the selection of the specific subject, based on literature data and everyday experience drawn from Modern Greek reality. It also presents a general statement of the research problem. The unit ends with a concise and thorough presentation of the research's purposes and assumptions.

Chapter 1 includes a) the *Planning of research*, with a brief presentation of the way research is organized, b) *the sample*, presenting the data of test and control groups from 218 and 246 high school students respectively, the high schools the sample came from, the measures taken to ensure homogeneity and the sampling method, c) *the data collection instrument*, imparting the Questionnaire's data and details as to its content, its adaptation procedure to Greek situation, d) the *carrying out of research*, making reference to rigorous adherence to code of ethics when communicating with the students making up the sample, e) *Statistical methodology*, where the statistical methodology utilized for empirical data analysis is presented.

The last two chapters present the *research results*, commenting and interpreting thoroughly the findings and elaborating on the reasons for which the Questionnaire's adaptation to the Greek reality is considered successful.

In the first theoretical part, the candidate presents a rich information material, which he classifies, analyzes, evaluates and interprets with method and correct judgment. He makes correlations and identifies distinctions among various sectors of knowledge and many scientific, epistemological and ideological movements. He provides sufficient explanation on the causes leading to the emergence and consolidation of constructivism as a new paradigm, as well as on the reasons for which its usefulness continues being topical, particularly in the sector of education, being the study's target-sector.

The paper's research part is characterized by method, clarity and scientific adequacy in documenting and analyzing research data. In the pedagogic and educational field, the Questionnaire offers a research tool adapted to the Greek student population, is particularly useful for future researches and highlights the practical significance of its findings for teachers and students in order to cultivate cooperative, communicative and in general social skills.

▪ **1996: Master's degree** in Science and Research of the Methodology, History and Theory of Science department, Gothenburg University, Sweden.

Dissertation title: «*Ny informationsteknologi. Ett paradigmskifte?*»

SUMMARY

This theoretical paper stems from the fact that a key feature in the history of Western modernization is an increasingly higher dependence on technology in the production of goods, service provision, information processing, communication, education, health and public administration. This dependence has been anticipated and warmly accepted by the forerunners of modernism. Moreover, the enhanced technological power turned out an exceptionally useful advantage in liberal democratic societies. The term 'information society' was launched in the 1980s in Swedish public discourse and became a landmark of a new society.

This paper aimed at exploring the capabilities of Information Society and at recording any negative repercussions. The paper consists of three parts: The first part analyzes Kuhn 'paradigm' theory and the sociological theory of conflict by Randall Collins. The second part elaborates on the term 'information society' and 'automation, computerization' of pension funds, while the third part investigates computers' capacity to imitate human beings.

The third part encompasses the conclusions displaying the high interaction between Greek students and their Swedish peers. The value system of the host country strongly affects the thought and evolution of young people. The Greek youth strengthens the ties with the Swedish society, by learning the Swedish rules and values, getting familiar with Swedish standards, codes and Swedish language.

- **1993: Bachelor Degree** from the Pedagogy Department, Gothenburg University, Sweden.

Dissertation title: «Den Etniska identiteten hos Grekiska Invandrarbarn (Teori och resultaten av en undersökning). Greek Immigrants' children National Identity (Theory and research outcomes)».

SUMMARY

This paper investigates how the national identity of immigrants' children is forged and aims at better understanding the ways national identity development impacts a child's attitude vis-à-vis other groups.

The study consists of three parts:

The first theoretical part presents the main approaches in national identity issues. The various theoretical and methodological approaches relevant to national identity are analyzed highlighting the significant contribution of the theoretical approaches by Tajfel and Turner, Breakwell, Erikson, Marcia, Charles Cooley and George Mead. The formulation of identity is treated as a multifaceted and dynamic structure, evolving through the processes of exploration and commitment.

The second, empirical/research part, presents and analyzes the findings of the research conducted in a sample of 78 children, Greek students at the age of 8-16 years.

The third part encompasses the conclusions displaying the high interaction between Greek students and their Swedish peers. The value system of the host country strongly affects the thought and evolution of young people. The Greek youth strengthens the ties with the Swedish society, by learning the Swedish rules and values, getting familiar with Swedish standards, codes and Swedish language.

- **1992: Bachelor degree** in Science and Research of the Methodology, History and Theory of Science department, Gothenburg University, Sweden.

Dissertation title: *«Den symboliska interaktionismen. The Symbolic Interactionism»*.

SUMMARY

This paper investigates how the national identity of immigrants' children is forged and aims at better understanding the ways national identity development impacts a child's attitude vis-à-vis other groups.

The study consists of three parts:

The first theoretical part presents the main approaches in national identity issues. The various theoretical and methodological approaches relevant to national identity are analyzed highlighting the significant contribution of the theoretical approaches by Tajfel and Turner, Breakwell, Erikson, Marcia, Charles Cooley and George Mead. The formulation of identity is treated as a multifaceted and dynamic structure, evolving through the processes of exploration and commitment.

The second, empirical/research part, presents and analyzes the findings of the research conducted in a sample of 78 children, Greek students at the age of 8-16 years.

- **1991: Bachelor Degree** from the Sociology Department, Gothenburg University, Sweden.

Dissertation title: *Social och ekonomisk integration av invandrare i Sverige* “Immigrants’ Social and financial Inclusion in Sweden”.

SUMMARY

It is an empirical research involving the participation of children at the age of 7-16 years and from three cities of Sweden (Gothenburg, Borås and Varberg). The present study has a dual target:

- a) to investigate the attitude in life of people not born in Sweden and
- b) the way whereby their identity is influenced by their displacement to their new country. The research is called upon to answer to the following questions through its findings:

- a) how is it for someone to live in a new country like Sweden?

- b) What does it mean to be an immigrant in Sweden?
- c) How is the immigrant's identity affected in the new country?
- d) What happens to the individual when immigrating to a new country?

Based on the above questions, our research is structured in chapters; our research is original in the sense that it is based on living experiences, recorded comprehensively and clearly. The first part of the research clarifies the key definitions and concepts presented in the study; the main parameters of Greek immigrants' presence in the Swedish society are explored and the quantitative dimensions of migratory population in the country are illustrated. The second part examines the theories of migration (Neoclassical Approach, New Economic Theory, Dual Market Theory and Marxist Theory), analyzes the standards and the inclusion methods (Theories of Sociological Approach, such as: Push-Pull factors, World Systems Theories and Network Theories), while examining the institutional framework applied in the country. The third and last part presents the conclusions drawn and highlights the complexity of migration phenomenon, while showing that inclusion is a continuing and constantly evolving process. The final conclusion is that language learning is the strongest inclusion or exclusion factor and the educational level of parents does play an equally important role; an increasing participation in cultural events does contribute to a smoother inclusion.

3. PARTICIPATION IN EUROPEAN UNION PROGRAMMS

3.1. 2010 - 2013

University of Athens, Centre for Intercultural Education.

Project manager of the educational programme "*The Education of Roma Students*".

Responsible for monitoring the physical and financial scope of the project.

General Features

Financing	Ministry of National Education and Religious Affairs, European Union within the framework of 3rd CFS (Common Framework of Support)
Amount	8.500.000 Euro
Organisation of effectuation	National and Kapodistrian University of Athens
Scientific Manager	Professor Markou George
District of implementation	All the country
Total number of job associates	650
Intervention Schools	388 Schools
Total number of beneficiary students	9.748 Students

3.2. 2006 - 2008

University of Athens, Centre for Intercultural Education

Project manager of the educational programme "*The Education of Repatriated Greek and Migrant Students*" and responsible for the natural and economical administration of the project as well as for the observation of the 140 educational items production.

General Features

Financing	Ministry of National Education and Religious Affairs, European Union within the framework of 3rd CFS (Common Framework of Support)
Amount	15.000.000 Euro
Organisation of effectuation	National and Kapodistrian University of Athens
Scientific Manager	Professor I. Karakostas
District of implementation	All the country
Total number of job associates	1.000
Intervention Schools	600 schools
Total number of students where the program is addressed	10.734 students
Total number of beneficiary students	18.193 students

3.3. 2000 - 2004

University of Athens, Centre for Intercultural Education

Project manager of the educational programme “*The Education of Repatriated Greek and Migrant Students*”. Responsible for monitoring the physical and financial scope of the project.

General Features

Financing	Ministry of National Education and Religious Affairs, European Union within the framework of 3rd CFS (Common Framework of Support)
Amount	7.300.000 Euro
Organisation of effectuation	National and Kapodistrian University of Athens
Scientific Manager	Professor Papakonstantinou Theodore
District of implementation	All the country
Total number of job associates	750
Intervention Schools	600 schools
Total number of students where the program is addressed	18.000 students
Total number of beneficiary students	48.565 students

3.4. 1997 - 2000

University of Athens, Centre for Intercultural Education

Project manager of the educational programme “*The Education of Repatriated Greek and Migrant Students*”. Responsible for monitoring the physical and financial scope of the project.

General Features

Financing	Ministry of National Education and Religious Affairs, European Union within the framework of 2nd CFS (Common Framework of Support)
Amount	1.000.000.000 dr.
Organisation of effectuation	National and Kapodistrian University of Athens
Scientific Manager	Professor George P. Markou
District of implementation	All the country
Total number of job associates	350
Intervention Schools	120 schools
Total number of students where the program is addressed	3.275 students
Total number of beneficiary students	8.000 students

4. TEACHING – PROFESSIONAL EXPERIENCE

Postgraduate courses' schedule:

2011 – 2012:

- "Theory, Practice and Evaluation in Education". Directions: Educational planning and teaching – environmental education – Intercultural Education – Digital Technologies in education.

Lesson: *Introduction to Multicultural education.*

Undergraduate courses' schedule:

Co-teaching with Professor George P. Markou:

- Intercultural Education / A' Semester (Departments of English and German Literature)
- Seminar: *The impacts of the Migration and the globalization on the National state and Education.* (C' semester, Department of Philosophy, Pedagogy and Psychology).

Co-teaching with Professor George P. Markou:

- New Pedagogical Approaches in Modern Multicultural Societies. (B' semester, Department of Philosophy, Pedagogy and Psychology).
- Introduction to Pedagogy. (D' semester, Department of Philosophy).

2010:

Adjunct lecturer (Presidential Decree/407) at the summer semester course «Intercultural Education» at the Faculty of Philosophy- Pedagogy- Psychology.

2009:

- Adjunct lecturer (Presidential Decree/407) at the winter semester «Intercultural Education» course at the Faculty of English Language and Literature at Athens University, School of Philosophy, Faculty of Philosophy, Pedagogy and Psychology, Pedagogy Department
- Lecturer at a seminar called «Scientific Research Methodology» under the aegis of the Experimental Pedagogy Workshop

- Adjunct lecturer (Presidential Decree/407) at the «Intercultural Education» course
- Adjunct lecturer (Presidential Decree/407) at the «Intercultural Education » course at Athens University, School of Philosophy, Faculty of «English Language and Literature»
- Adjunct lecturer at the «Intercultural Interventions in Education» course of the School of Philosophy intercultural education-oriented postgraduate programme «Theory Practice and Evaluation of the Educational Work».

2008:

- Adjunct lecturer (Presidential Decree/407) at the «Sociology of Education» course at Athens University, School of Philosophy, Faculty of Philosophy, Pedagogy and Psychology, Pedagogy Department.
- Adjunct lecturer (Presidential Decree/407) at the «Intercultural Education» course, at Athens University, School of Philosophy, Faculty of Philosophy, Pedagogy and Psychology, Pedagogy Department.
- Lecturer at the course «Intercultural Interventions in Education» in the School of Philosophy intercultural education-oriented postgraduate programme «Theory, Practice and Educational Work Evaluation».
- In the context of teaching the «Sociology of Education» course, the lecturer produced a 70-page «Course File» published by the School of Philosophy, National and Kapodistrian University of Athens.

5. SCIENTIFIC – WRITTEN WORK

5.1. BOOKS

5.1.1. Ch. Parthenis, (2010) **“Intercultural micro-approaches: epistemological and methodological components”** («Διαπολιτισμικές μικροπροσεγγίσεις: Επιστημολογικές και μεθοδολογικές συνιστώσες») (ISBN :978-960-92735-) (pgs 120) .

SUMMARY

The purpose of the book ***“Cross-cultural micro-approaches: epistemological and methodological components”*** is to present the scientific and epistemological approaches in educational research and in the classroom. Initially, a reference is made to the way scientists examine science totally and in particular their specific object and in the evaluation they make in order to choose among solutions to such problems; such choices are affected by their cognitive - theoretical convictions and the scientific and epistemological movements of the time.

The impact of such movements is strong on social sciences in general and education in particular. In our era, the interdisciplinary approach and the interdependence between various sciences is highlighted as a dominant trend, intensified mostly in social sciences due to the broadness of the cognitive object, whereas the erstwhile dominant autonomy thereof is dwindling. The main predicaments faced by social sciences regard the ways of approaching the objects under investigation and the validity of the scientific knowledge generated. In this book, the candidate focuses on educational research where such studies emerge bearing various titles, such as: phenomenological study, interpretative study, ethnographic research, constructivist study etc. These names are due to a variety of methodological and theoretical sources where they come from, such as phenomenology, hermetism, the theory of symbolic interaction, ethnomethodology and anthropological ethnography. Such challenges in education, in the dominant research paradigm, are directly related to the corresponding ones arising in the entire sector of social sciences and constitute part of a long standing tradition exercising criticism to the positivist approach of human experience.

5.1.2. Ch. Parthenis, (2008) **“Epistemological acceptances of intercultural education”**, (*«Επιστημολογικές παραδοχές της διαπολιτισμικής εκπαίδευσης»*), volume 1, Athens, Vivliosinergatiki publications (ISBN: 978-960-92735-1-0) (pgs175).

SUMMARY

The purpose of the above book 'Epistemological assumptions of cross-cultural education' is to trace the course of scientific evolutions with the enrichment of educational research. In particular, the new paradigm of constructivism is analyzed, through an interdisciplinary approach and the contestation of positivism. The science is thoroughly described from the reasonable empiricism of Russell, Ayer, Reichenbach, Hempel, Wittgenstein, through the substitution of the idea of verification by the idea of 'gradually increasing confirmation' in the work of Kuhn, who introduced the concept of 'paradigm' and in the works of Feyerabend, Toulmin, Popper, Lakatos. Reference is made to the ways of approaching constructivism by its researchers, expressed respectively by the instructors Piaget, vonGrasersfeld and Vygotsky. The fundamental elements of constructivism are thus identified referring to the Education Theory: The creation of knowledge by students themselves, through the process of old-new information, the development of their initiative and their responsibility, the recognition of teaching environment significance for learning. In the last part of the book, cognitive theories are contrasted-the constructivist theory of teaching being one of them-with behavioral theories, on which the objective theory is based, and the significance of internal instead of external incentives is stressed, as advocated by Bruner.

In the second volume, the cross-cultural paradigm will be extensively analyzed. It is a different interpretation of the world compared to the conventional paradigm that tends to replace in cross - cultural education and in all efforts made in our country when applying the related research and educational programs.

5.2. EDITING PUBLICATIONS – WRITING

5.2.1. Ch. Parthenis (Ed)_ (Eirini Tseliou – Katerina Tsoka) (2012), «**Program education of Roma Children” 2010 - 2012: Interventional Actions for the Educational integration of Roma Children» (Πρόγραμμα: Εκπαίδευση των Παιδιών Ρομά 2010 – 2012: Παρεμβατικές Δράσεις για την Εκπαιδευτική Ένταξη των παιδιών Ρομά»**), Athens. (ISSN:2241 - 4274)

SUMMARY

With regard to the interventions at school units, planning involves actions related to improvement of Roma children school enrollment and continuation. The main goal of the program’s associates regarding the Project’s Actions continues to be the integration of Roma origin children to the mainstream school. The Program’s Actions are nine and are outlined in the brochure. Despite the theoretical foundation of the paper, the brochure also resembles the qualitative (nine actions) and quantitative data of the Program until today.

5.2.2. Christos Parthenis – Eirini Tseliou, (Eds) (2012) "**Education of Roma Children: experiences and prospects**", (**«Εκπαίδευση των παιδιών Ρομά: Εμπειρίες και Προοπτικές»**), National and Kapodistrian University of Athens, faculty of Philosophy, Pedagogy and psychology.

Content Issue:

- a. Detailed information sand evolution of the program , 2010-2012.
- b. Intervention schools - school population.
- c. Map: Settlements of Roma population – intervention schools.

5.2.3. Georgios Markou – Christos Parthenis (Eds), (2011): “Multicultural Education. Theory and Practice”, («Διαπολιτισμική Εκπαίδευση. Θεωρία και Πράξη»).

Christos Parthenis, “The necessity of intercultural intervention in education” («Η αναγκαιότητα διαπολιτισμικών παρεμβάσεων στην εκπαίδευση»), National and Kapodistrian University of Athens, faculty of Philosophy, Pedagogy and psychology. (ISBN:978-960-88298-2-4)

SUMMARY

Within the last twenty-five years, Greece has evolved from a country of emigration, as previously characterized, to a country that receives and hosts immigrants. Pursuing a more realistic view of the situation in our country, without alarmist nor apologies, we will focus on differentiating points of the recent immigration phenomenon compared with the known population movements, in order to support the rationale, the proposals and actions to be undertaken in dealing with the educational dimension of this phenomenon. In this essay we will develop the invasive action of the Program "Education of Repatriated and foreign pupils".

5.3. (REFEREED) SCIENTIFIC PUBLICATIONS

5.3.1. Ch. Parthenis - George Markou (2013), **«Intercultural Education in Europe: The Greek Experience»**, international publication on intercultural education in the European Union (Marco Catarci - Massimiliano Fiorucci eds), Department of Educational and Cultural Studies at “Roma Tre” University, Rome (To be published).

5.3.2. Ch. Parthenis – Eirini Tseliou (2013), **«Educational inclusion, study of educational exclusion, equal educational and social acceptance of children of Roma origin, with the intervention of the project: “Education of Roma Children - Qualitative and quantitative data”**, University of Crete, Greece, (ISSN:1109-8740).

SUMMARY

The demands from schools which require assistance and guidance in meeting the educational needs of Roma children have created initially a response from the state that however could not envisage the long term needs of changing multicultural and global society. The goal of the present paper is to highlight to what extent the support measures within the Program have reached improvement at the educational level. The main goal of the program’s associates continues to be the integration of Roma children, through the vehicle of intercultural approach, to the mainstream school and not to establish a separate “preparatory structure” particularly designed of Roma children.

5.3.3. Ch. Parthenis (2013), **«Programme “Inclusion of repatriates’ and immigrants’ children in school-for primary education”»**, **teachers’ attitudes and opinions on the Programme** in the journal *Επιστήμες της Αγωγής*, University of Crete (ISSN:1109-8740).

SUMMARY

This article presents the attitudes and views of students who participated in the Program 'Inclusion of repatriated Greeks and immigrants' children in school for primary education' implemented by the Cross-cultural Education Center of Athens University. The term 'cross-cultural intervention' determines activities aiming at reinforcing school units with a culturally mixed population and at upgrading qualitatively their school education primarily in areas with high concentration of repatriates and immigrants. The Program's main principles stem from the tenet that all intervention measures regarding repatriates and immigrant students need to be integrated in the overall effort by the Ministry of Education, Life Long Learning and Religious Affairs for qualitative upgrading of the Greek school.

5.3.4. Ch. Parthenis (2013), «Programme «Inclusion of “repatriates and immigrants children in school - for primary education”, school principals’ attitudes and opinions on the Programme» in the journal *Επιστήμες της Αγωγής*, (ISSN: 1109-8740).

SUMMARY

For project evaluation, a questionnaire was given to teachers in order to identify the attitudes and views of teachers who participate in the Program's intervention actions. The role of the teacher in such a school is a challenge; on the one hand because a teacher gets in touch with a group of cultural and linguistic differences and on the other because through the target attainment process, he/she feels the contribution and benefit particularly as regards social contribution. The education policy in Greece, as a host country this time, envisages the establishment of the conditions that would ensure smooth school and social inclusion of children who belong to the groups of repatriated nationals and immigrants. The Program “Inclusion of repatriated Greeks and immigrants’ children in school for primary education” geared towards this direction precisely.

5.3.5. Ch. Parthenis (2012), «*The situation of Roma student in Greek and Sweden School. A first comparative approach*», Επιστήμες της Αγωγής, University of Crete, Greece (ISSN: 1109-8740).

SUMMARY

Presenting a social group as part of a nation usually begins with a historic and cultural reference to the social group in question. It is then attempted to link the past to the present.

This presentation, concise or thorough, to be characterized as ‘satisfactory’ and ‘objective’, must encompass references deriving both from members of the same group or members not belonging to this group.

In particular, as regards Greek Roma, the references existing so far come from non Roma and not always with the most unselfish incentives or intentions; in particular, this is all the more true as regards references to their origin - course of life – history.

Nevertheless, notwithstanding the objective or subjective nature of such references, what is commonly accepted by all is that Roma face social exclusion living in the margins of society.

5.3.6. Ch. Parthenis (2012), «*Programme “Inclusion of repatriates’ and immigrants’ children in school-for primary education”, parents’ attitudes and opinions on the Programme*», published in the journal Νέα Παιδεία (New Education), 143, Athens, pgs: 124-146 (ISSN:1105 - 4255) .

SUMMARY

In the context of the Program “*Inclusion of repatriated Greeks and immigrants children in school for primary education*”, questionnaires were handed out regarding the views and attitudes of parents whose children follow the Program's intervention actions, students themselves and teachers. In the framework of the project's evaluation, a questionnaire was given to the parents of students who attend remedial teaching classes, in order to show the involvement of parents with a migratory background in the integration process of their children. The participation of family in the educational process could mean either a special interest in information-and in intervention wherever possible-about the terms and conditions of learning, or

monitoring, supervision and support-academic and mental-of the learning process, or formulation of an 'education line' in the family for the appropriate school, the appropriate education (career guidance) and seeking of ways for the implementation of the educational project. The conclusions deriving from parents' questionnaires reveal the imperative need for more permanent structures and intervention structure.

5.3.7. Ch. Parthenis (2010), **“Constructivism Contribution to the Education’s Intercultural Dimension”** published in the journal «Βήμα του Δασκάλου» (Teacher’s Forum),12, Ioannina, Greece, pgs: 177-199 (ISSN: 1105-297X).

SUMMARY

Constructivism is a broad theoretical-cognitive movement which may refer to ontology, epistemology and methodology of knowledge. In particular, however, it relates to knowledge and education. According to Fosnot, it is a 'theory related to knowledge and learning'. According to Tobbins and Tippins, it is more useful to view it as a method, because in this perspective it could be useful in the sector of pedagogic applications. However, either as an educational theory or as a method, it accepts as its main tenet the creation by students of their own knowledge after processing new information combined with the already existing ones, instead of passive intake from the external world. We attempted therefore to underpin our view empirically, examining in the frameworks of our research the extent constructivism could be effectively utilized in multicultural values. We examined how students actively use the cognitive material, integrate the new knowledge in the personal cognitive frameworks of the old one, and develop internal incentives and skills relevant to active participation and harmonic cooperation in groups.

5.3.8. Ch. Parthenis (2010), **«Inclusion of Repatriated Greek and Foreign Immigrant Students in School Education: A Possible Good Practice for**

Intercultural Inclusion». *In Journal of Intercultural Education*, vol.21, issue 4, ISSN:1467-5986, pgs 395-403.

SUMMARY

This paper sets out to highlight to what extent the support measures within the Program entitled “Inclusion of Repatriated Greek and Immigrant Students in School Education” have initiated improvement at school level. The evaluation process extends to the entire geographical region of Greece, addressing school based issues in both primary and secondary education and covering a period of implementation from 1997-2008. The implementation approach of the Program rests on the synergy of theory and practice as a process of meeting the current educational needs of students from diverse cultural and linguistic backgrounds at school level and meeting the needs of approach support measures at a system level: these needs emerge as a consequence of the recent dramatic demographic change in Greece.

5.3.9. Ch. Parthenis (2009), **The constructivist Example in the Learning Process: The case of Intervention Schools in the Programme «Repatriated and immigrant students’ education»** published in Παιδαγωγικά ρεύματα στο Αιγαίο (Pedagogical currents in the Aegean), ISSN: 1790-5532, vol.4, pgs 77 – 87.

SUMMARY

This article focuses on the educational theory and practice under the perspective of constructivist approach. The modern multicultural reality, the changes it brings about in education and the necessity of constructivist interventions in multicultural linguistic/school environments constitute the thinking behind this article. It starts with a reference to the multicultural society and education, a brief flashback to the origins of constructivism. Subsequently, a review of the conceptual scope follows along with a correlation of its various facets. The sources of constructivism are mentioned; the latter is thoroughly presented as an epistemological theory of learning, associated with the corresponding Paradigm and teaching model constituting the theoretical foundations of educational practice in school context. The roles of students and teachers are analyzed; the school classroom operation is presented and the work carried out therein and the main advantages from the model application are

elaborated. Emphasis is placed on the role of the teacher as source of empowerment, guidance and assistance in the learning project, and on the role of the student as constructor of his/her own knowledge with strong internal incentives, active and responsible with a positive attitude towards learning later on in his/her life.

5.3.10. Ch. Parthenis (2008), *“Designing innovative multicultural actions: The example set by the Education of Repatriated and Immigrant students in Primary Education Program”* published in Επετηρίδα των Ιωαννίνων (Ioannina Yearbook), ISSN:2241-200X, pgs: 131-162.

SUMMARY

Greece, in the last twenty five years, from a country exporting immigrants, as characterized in the past, has been converted into a host country of immigrants. In the course of social evolution, conditions change and the issue of cross-cultural education has become an imperative need. Cross-cultural education is defined as a dynamic process of interaction and cooperation of people with a different cultural background aiming at the creation of societies characterized by equality of law, mutual understanding, mutual acceptance and solidarity. The Primary Education of Repatriated Greeks and Immigrant students program is run in the context of cross-cultural education. Its elaboration and implementation is part of this article. Prior presenting the above Program's targeting, planning and implementation, we deem useful to present some basic views on cross-cultural education as put forward by scientists who have dealt with the object internationally, to the extent they have been taken into account when planning the specific Program in Greece.

5.3.11. Ch. Parthenis - Chr. Arkoudi Chrisoula (2006), **“Intercultural Educational Dialogues: What Unites Us, What Separates Us!**

Participation in authoring and application of actions aiming at creating a pedagogical background for the topic: “Two teams from different cultures negotiating” in the context of the scientific research “Minerva Socrates Action” entitled “Intercultural educational dialogues: What unites us what separates us Intercultural educational

dialogues: What unites us what separates us”. Participation in the following deliverables:

- 1) «Intermediate Report on Intercultural issues»,
- 2) «Pedagogical Background and Guidelines»,
- 3) «Educational Activities»,
- 4) «Evaluation Plan»,
- 5) «Dissemination activities plan» και
- 6) «Final project report on Intercultural issues.

5.3.12. Ch. Parthenis & Ch. Arkoudi (2002), **«The Intercultural Education Centre (K.E.D.A.) and its activities: Repatriated and Immigrant students in the Greek Schools – Intercultural Education» in the journal «Η λέσχη των εκπαιδευτικών»** (The teachers’ club), 28, (ISSN: 1105-8056).

5.4. MONITORING AND EDITING EDUCATIONAL MATERIAL

The period 1999 - 2008 he also addressed with the monitoring and the editing of the approved, by the Pedagogical Institute, educational material of the Centre for Intercultural Education relating to 140 book titles. The titles of these books are presented here:

LIST OF EDUCATIONAL MATERIAL PRIMARY (Elementary) EDUCATION	
BOOKS	
1	BOOK: MY LITTLE DICTIONARY 1
2	BOOK: MY LITTLE DICTIONARY 2
3	BOOK: MY LITTLE DICTIONARY 3
4	BOOK: MY LITTLE DICTIONARY 4
5	STUDENT BOOK: HELLO YOU 1
6	TEACHER'S BOOK: HELLO YOU 1
7	STUDENT BOOK: HELLO YOU 2
8	TEACHER'S BOOK: HELLO YOU 2
9	STUDENT BOOK: HELLO YOU 3
10	TEACHER'S BOOK: HELLO YOU 3
11	STUDENT BOOK: HELLO YOU 3
12	TEACHER'S BOOK: HELLO YOU 3
13	BOOK: READ 1
14	BOOK: READ 2
15	BOOK: READ 3
16	BOOK: READ 4
17	BOOK: STEPS IN THE WORLD (RECITE AND WRITE STORIES 1)
18	BOOK: STEPS IN THE WORLD (RECITE AND WRITE STORIES 2)
19	BOOK: STEPS IN THE WORLD (RECITE AND WRITE STORIES 3)
20	BOOK: STEPS IN THE WORLD (RECITE AND WRITE STORIES 4)
21	BOOK: STEPS IN THE WORLD (RECITE AND WRITE STORIES 5)
22	POSTER: MY SCHOOL
23	STEPS IN THE WORLD (DESCRIBE 1)
24	STEPS IN THE WORLD (DESCRIBE 2)
25	STEPS IN THE WORLD (DESCRIBE 3)
26	STEPS IN THE WORLD (DESCRIBE 4)
27	STEPS IN THE WORLD (DESCRIBE 5)
28	STEPS IN THE WORLD (DESCRIPTION OF A PROCESS 1)
29	STEPS IN THE WORLD (DESCRIPTION OF A PROCESS 2)
30	STEPS IN THE WORLD (DESCRIPTION OF A PROCESS 3)
31	STEPS IN THE WORLD (DESCRIPTION OF A PROCESS 4)

32	STEPS IN THE WORLD (COMMUNICATE 1)
33	STEPS IN THE WORLD (COMMUNICATE 2)
34	STEPS IN THE WORLD (COMMUNICATE 3)
35	STEPS IN THE WORLD (COMMUNICATE 4)
36	STEPS IN THE WORLD (TEACHER'S BOOK)
37	BOOK: WINDOW TO THE WORLD (TEACHER'S BOOK)
38	BOOK: WINDOW TO THE WORLD "MY FRIENDS"
39	BOOK: WINDOW TO THE WORLD "LET'S RELAXING"
40	BOOK: WINDOW TO THE WORLD "LET'S TRAVELING"

LIST OF EDUCATIONAL MATERIAL PRESCHOOL EDUCATION (KINDERGARTEN)	
BOOKS	
1	TEACHER'S BOOK: ADMISSION GUIDANCE LANGUAGE MATERIAL
2	BOOK: SEA (MAGAZINE)
3	WORKBOOK: SEA
4	BOOK: FAMILY IN FRIENDSHIP ROAD
5	BOOK: TECHNOLOGY EXERCISES
6	BOOK THAT SPEAKS FOR TECHNOLOGY
7	POSTER: GREECE OF FLEE MARKET
8	POSTER: FLEA MARKET
9	POSTER: FLEA MARKET FULL OF LIFE
10	POSTER: SEA
11	POSTER: THE TREE OF TECHNOLOGY
12	POSTER: FAMILY IN FRIENDSHIP ROAD
13	POSTER: BIRTHDAY
14	POSTER: BUILDING
15	POSTER: THE HEROES OF OUR DREAMS
16	POSTER: PLAYGROUND
17	POSTER: MARRIAGE
18	CARDS: FLEA MARKET 1
19	CARDS: FLEA MARKET 2
20	CARDS: FLEA MARKET 3
21	CARDS: FLEA MARKET PRESCHOOL EDUCATION
22	READING EXERCISES
23	POSTER: INTERCULTURAL CALENDAR
24	POSTER: THE CHILDREN PLAY
25	POSTER: INTERCULTURAL KINDERGARTEN
26	GAME: SHOPPING IN THE FLEA MARKET
27	GAME: GREECE OF FLEE MARKET
28	GAME: A CRAZY – CRAZY SEA POOL
29	POSTER: ON THE ROAD
30	WORK PLAN: FAMILY
31	WORK PLAN: SEA
32	WORK PLAN: TECHNOLOGY

33	WORK PLAN: OUR TEETH
34	WORK PLAN: FLEA MARKET
35	WORK PLAN: OLIVE
36	WORK PLAN: MONASTIRAKI VIEW AND HISTORY
37	WORK PLAN: LEISURE
38	GUIDE OF GREEK EDUCATIONAL SYSTEM
39	THE ABC OF OUR TEETH
40	ANTIRACIST ABC
41	TALE: AKANTHOULIS
42	TALE: THE OLYMPIAD OF JOY
43	TALE: THE PARALYMPIC GAMES OF JOY
44	TALE: BOUBOU AND BABALOU
45	BOOK: MYTHOLOGIES OF THE WORLD
46	INTERCULTURAL CELEBRATIONS 2009
47	POSTER: THE A AND Z OF OUR TEETH
48	CHILDREN AMONG CENTURIES AND CULTURES
49	THE DRAMATIC ART IN EDUCATIONAL PRACTICE
50	THE MOMS
51	TELL US A TALE
52	THEATRE PLAYFULNESS
53	THEATRE PLAYFULNESS 2
54	RELIGIONS AND ARTS
55	THE HOUSEBOAT
56	POSTER: THE VOLUNTEERS
57	WORK PLAN: THE REFUGEE
58	WORK PLAN: THE IAMATISMOS

	LIST OF EDUCATIONAL MATERIAL SECONDARY EDUCATION (HIGH SCHOOL)
	BOOKS
1	STUDENT BOOK: TOGETHER A´
2	WORKBOOK: TOGETHER A´
3	STUDENT BOOK: TOGETHER B´
4	WORKBOOK: TOGETHER B´
5	ILLUSTRATED DICTIONARY
6	TEXTS FOR YOUNG PEOPLE 1
7	TEXTS FOR YOUNG PEOPLE 2
8	TEXTS FOR YOUNG PEOPLE 3
9	TEXTS FOR YOUNG PEOPLE 4
10	HIGH SCHOOL BIOLOGY (A´ CLASS) – AID FOR STUDENTS FROM ALBANIA
11	HIGH SCHOOL BIOLOGY (A´ CLASS) – AID FOR STUDENTS FROM RUSSIA
12	SERIES LANGUAGE CASE: NOUN PHRASE (NOUN - SURNAME - PRONOUN)
13	SERIES LANGUAGE CASE: NOUN PHRASE (ARTICLE - FALLS)

14	SERIES LANGUAGE CASE: PRONOUNS
15	SERIES LANGUAGE CASE: ADJECTIVES
16	SERIES LANGUAGE CASE: NOUN
17	SERIES LANGUAGE CASE: OF PAST VERBS IN '-μαι'
18	SERIES LANGUAGE CASE: VERBS
19	SERIES NATURE AND LANGUAGE: ELECTRICITY AND MAGNETISM
20	SERIES NATURE AND LANGUAGE: NUTRITION
21	SERIES NATURE AND LANGUAGE: PLANTS
22	TEACHER'S BOOK: ALBANIAN AND MODERN GREEK
23	TEACHER'S BOOK: RUSSIAN AND MODERN GREEK

6. RESEARCH WORK

6.1. 2011-2013

At the moment I cooperate with the Ministry of Interior, for migration policy, integration and inclusion of multicultural teams. Imminent implementation of a new program associated with the immigration problem and more specific with the residence and work permit as well as the promotion of health of immigrant groups.

6.2. 2012-2013

Conduct research entitled: "*Study the educational exclusion of Roma children in Greece: Quantitative and qualitative data*".

The Center for Intercultural Education, Faculty of Philosophy of University of Athens, conducting a nationwide research entitled: "Study the educational exclusion of Roma children in Greece: Quantitative and qualitative data". Purpose of this research is the study of educational exclusion in Greece, school failure and school drop of Roma children, throughout the actions of the Program: "Education of Roma Children". Setting as later goal the shaping of an education that would lead efficiently and effectively Roma Children to social integration, the implemented program has achieved equivalent education of these groups with the native students. Nowadays, more than ever, it is demanded to raise the awareness and sensitivities of the state, educational and social institutions, towards their contribution and acceptance of Roma children. The specific project started in 2010 by intervening in 144 schools and benefiting about 5000 students. The same time, by 2013, the project's nine actions provided assistance to 400 schools with about 15,000 students benefited.

The main scope of this research is also, the thorough study of the factors that hold back the Roma children's educational integration. Moreover, individual goals are 1) the mapping of school and the recording of the phenomenon of educational exclusion and school drop of Roma children in the following regions: Attica, Central Greece, Epirus, Ionian Islands, Western Greece, Peloponnese, North Aegean, South Aegean, Crete, Thessaly and 2) the investigation of the social, cultural, institutional, educational and other factors that contribute the above phenomena and their interaction.

The realization of these objectives will be achieved through: 1) a contiguous collection of quantitative data of the above areas and the levels of school drop-outs of enrolled Roma students throughout the school year, 2) conducting semi-structured

interviews with regional directors of education, educational directors, school counselors, principals of school, teachers, Roma parents and Roma children.

The time for this research set for school years 2011-2013.

6.3. 2010 - 2012

During the academic years 2010-2011 and 2011-2012 he took part in the organization of introductory, regular and general training sessions concerning the provision of information to educationalists, teachers and others working in the field of education. This is part of the implementation of actions of the "Roma Children Education" Programme.

6.4. 2010

Participation in the design and authoring team of the «*Roma children's Education*» Programme Project Fiche.

6.5. Ch. Parthenis (2008), Presentation entitled «**The necessity of intercultural interventions in education**» at a Conference held in the context of the Postgraduate Programme «*Theory Practice and Educational Work Evaluation on «Intercultural training*» Athens University, 3-4/10/2008.

SUMMARY

Throughout the world, both schools and the societies they operate in do face radical changes, similar to the ones experienced in periods of large global economic, social and educational changes. In Greece, the phenomenon of immigration and repatriation has significantly changed the demographic make-up of many schools and regions in the last years and it is estimated that 'those who differ' exceed 10% of the total population. The increased presence of foreigners in some areas brings schools before new unresolved plights and leads to negative reactions, such as the usual phenomenon of indigenous parents who avoid enrolling their children in schools with repatriated Greek students or immigrants because they consider them downgraded. As a result, schools with a student population of purely different culture are created. Greece, as a

host country by now, does face all the problems faced by other EU member states and still being faced in some cases¹.

6.6. 2006-2008

Participation in the design and authoring team of the «*Repatriated and Immigrant students' Education*» Programme Project Fiche and supervision of said Programme's natural and financial development.

6.7. 1997-2000

Financial management and follow-up of the «*Repatriated and Immigrant students' education*» Programme's natural development.

6.8. 2006

Participation in the “Minerva Socrates Action” research. Participation in authoring and application of actions aiming at creating a pedagogical background for the topic: “*Two teams from different cultures negotiating*” in the context of the “*Minerva Socrates Action*” scientific research entitled “Intercultural educational dialogues: What unites us what separates us Intercultural educational dialogues: What unites us what separates us” .

6.9. 2003

Participation in language learning criteria determination and language learning assessment tools preparation based on written speech produced by students whose mother tongue is not the Greek language and in conjunction with the curriculum requirements.

6.10. 2001

Participation in a research entitled: «Arduous Evaluation of the impact of the New Technologies application at schools». Education Research Center. (questionnaires preparation, tool performance, coding, statistical analysis, results tabulation) (1999-2002).

6.11. 2000-2004

Participation in the design and authoring team of the «*Repatriated and Immigrant students' Education*» Programme Project Fiche and supervision of said Programme's natural and financial development.

6.12. 2000

Participation in designing and execution of the project «Skills testing» for secondary education students, Education Research Center (1999-2000).

6.13. 1997-2008

Supervision and scientific guidance on primary education (pre-primary and primary school) material in the context of the Programme «*Repatriates and immigrants' children education at school for primary education*». «Music of the world», «2004-2005 Name Day calendar», «2008-2009 Name Day calendar» are indicatively mentioned.

6.14. 1997-2000

Financial management and follow-up of the «*Repatriated and Immigrant students' education*» Program's natural development.

7. ORGANIZATION AND PARTICIPATION IN SEMINARS - CONFERANCES

7.1. School year 2011 – 2012

Organization and supervision of 400 teacher trainings under the Program "Education of Roma children" for the school years 2011 – 2012.

7.2. December 2012

Ch. Parthenis, «New directions in multicultural education», Ministry of Interior, International conference, 14 December 2012, Greece.

7.3. August 2012

Ch. Parthenis – Eirine Tseliou, «The program: "education for Roma Children". Description of its actions and perspectives of further development»(poster) . International conference: Constructionism 2012. «Theory, Practice and Impact». Athens, Greece.

7.4. April 2011

Ch. Parthenis, «Roma's Social Inclusion in Greece and Sweden during the 19th and 20th Century» at the Södertörn University International conference in Sweden, 14 – 16 April 2011.

7.5. December 2010

Ch.Parthenis, «Repatriates and immigrants' children's inclusion problems and ways to be overcome» under the general topic «Counselling and Career Orientation Staff Training in multicultural Counselling issues», 4th Meeting 17 – 19 December 2010.

7.6. November 2010

Ch. Parthenis - A. Papadopoulou, «The educational research in intercultural education; the case of the repatriates and immigrants' programme» at the 7th pan-Hellenic conference of the Hellenic Education Society «Greek Pedagogical & Scientific Research», Gallou Campus, Rethimno, 19-21 November 2010.

7.7. October 2010

G. Markou - Ch. Parthenis «*Intercultural theory's basic concepts*», at EKEP (National Center for Vocational Orientation) Training seminar under the topic «Counselling and Career Orientation Staff Training in multicultural Counselling issues», 1st Meeting 15 – 17 October 2010.

7.7. May 2010

Ch. Parthenis: «*Globalization and social sciences: multiculturalism in the times of late modernity and its impact on school reality*» at the 2nd pan-Hellenic Education Sciences Conference.

7.8. May 2010

Ch. Parthenis: «*Globalization and new intercultural education guidelines*» at the scientific conference «Cultural Diversity, Citizenship and Democracy: Experiences, Practices and Perspectives» held at Athens University in collaboration with the National and Kapodistrian University, the University of Ioannina and the University of Crete.

7.9. April 2010

Ch. Parthenis: «*New intercultural education guidelines*» at the «Smart, modern new school: Pedagogical Concerns» one-day conference held at the KYBE Conference Centre, Municipality of Peristeri.

7.10. April (2010)

«*Globalization and new intercultural education guidelines*» in the minutes of the School of Philosophy Postgraduate Studies Program «*Theory Practice and Educational Work Evaluation*», National and Kapodistrian University of Athens.

SUMMARY

This announcement does not intend to exhaust a thematic area which has increasingly preoccupied in the last years an ever higher number of researchers, but to raise concerns and questions on the dialogue required between sciences and scientists. What happens with science when it appears that its object changes? What happens in

general with social sciences in modern times of restructuring and changes? What could be the impact of such changes on the conceptual and methodological consolidation of social sciences? Could a change in the object set new requirements? When reviewing reality, we understand that a new landscape is being shaped, governed by the principles of globalization. The first trend is identified at the level of general social theories. Already since 1980s, big theoretical constructs have started prevailing, such as the ones by Habermas, Giddens and Neo-functionalism. Many people argue that with these theories a new period is heralded in the history of social sciences marking a new theoretical movement. The second trend is distinguished by a shift in the research interest towards separate thematic and special research areas. The relations of social sciences with their objects become complex. The objects of social sciences become multifaceted and are defined by different entities and interconnections. This study draws the following conclusion: 1. Besides the social structures, relations and activities which constituted the object of social sciences, new objects emerge, requiring scientific analysis. Some objects of concern are the following: A) Social relations, social categories, groups (linguistic, religious, national, minorities etc) B) the globalization dissociates social objects, bestowing upon them autonomy from the local, national and social environment and reconnecting them to other ones in other countries. This research work, as already mentioned, does not intend to bridge the gap and answer questions but to become a springboard for further reflection.

7.11. 2009

Ch. Parthenis & C. Arcoudis , *«Intervention Measures for School Inclusion: A Case Study of National Programme Implementation in Intercultural Education in Greece»*, Paideia, Polity, Demoi. Athens, Greece - June 22nd to June 26th 2009 (included in the minutes kept in electronic form on cd).

SUMMARY

Cross-cultural educational policy in Greece aims to develop appropriate measures to ensure the successful inclusion of students from different linguistic and cultural backgrounds in schools and the wider social community. This policy is being realized through the implementation of measures that strive not only to reduce barriers which inhibit student progress but also to equip students with knowledge, skills and

competencies needed to participate in and contribute to a diversified society. The Program for the "Education for Repatriated Greek and Immigrant Students" is an interventional educational Program at school and policy level, implemented by the University of Athens since 1997. This paper will present the key areas and strategies of intervention developed and will discuss the impact of these measures on the Greek school context for the purpose of illustrating best practices in cross-cultural education.

7.12. «The intercultural approach as a learning theory» at the Intercultural Education convention: Paideia, Polity, Demoi. Athens, Greece - June 22nd to June 26th 2009.

SUMMARY

This presentation shall dwell on cross-cultural approach both in theory and in practice. The question humanities try to respond to-as regards what does constitute knowledge-and similarly what does constitute learning - cannot receive a sole and unequivocal answer. This presentation shall attempt to give an answer - to the degree possible-illustrating the theoretical framework of the learning process through the application of the Program "Inclusion of repatriated Greeks and immigrants in education". The answers given throughout the history of social sciences and humanities can be grouped, making up distinct theoretical trends or schools.

7.13. October 2008

«Multimodality in the intercultural classroom». International Inter-scientific Conference held by the Department of Pre-Primary Education and the Department of Philosophy and Social Studies, University of Crete on «Experience, transfer and multimodality: applications in communication, education, learning and knowledge» Rethimno, 10-12/10/2008.

SUMMARY

This presentation focuses on the educational theory and practice under the perspective of cross-cultural education. The roles of students and teachers are analyzed; the school classroom operation in a cross-cultural class is presented and the main advantages from the model application are elaborated. Emphasis is placed on the role of the teacher as source of empowerment, guidance and assistance in the learning

project and on the role of the student as 'constructor' of his/her own knowledge with strong internal incentives, active and responsible with a positive attitude towards learning later on in his/her life. The need for students to understand some key features of the continuously changing ways of modern communication requires approaching at school some true, modern samples of written and oral discourse from genres not having been studied or studied the least during teachers' training. It is important at this point to clarify the connection between multimodality and cross - culturalism. The conditions have changed both domestically and internationally and we need to adapt to them by changing the teaching methods, the role of the teachers that ceases being the traditional one, and the approach we adopt vis-à-vis the educational system in general. Multimodality introduces new ways to deal with the situations. One could advocate that cross-cultural education has many multimodal elements that I will elaborate in this presentation. It is well known that one of the main characteristics of modern communication is multimodality, namely the use and mixing of many ways of communication. In a non homogeneous classroom as regards the country of origin and students' language, many different teaching methods need to be applied. This Program on the education of repatriated Greeks and immigrant students of Athens University introduces an innovative element building on multimodality both at the level of theory and educational practice.

7.14. 2006-2008

Participation in 60 training seminars held throughout Greece in the context of the Programme *«Inclusion of repatriates and immigrants' children in school – for primary education»* including topics related to pedagogical issues, primarily focusing on intercultural education and teaching of Greek as a second language.

7.15. February 2008

One-day publicity conference on: «Intercultural Education Outcomes and Perspectives in the context of the Programme *“Inclusion of repatriates’ and immigrants’ children in school – for primary education”*», Athens – Rapporteur on: «Programme Implementation: Targets, outcomes, perspectives».

7.16. February 2008

One-day conference on «Realization of the Project “*Inclusion of repatriates and immigrants’ children in school – for primary education*” in the Crete region», Crete, Rapporteur on: «Presentation of the Programme “*Inclusion of repatriates’ and immigrants’ children in school – for primary education*”».

7.17. January 2008

One-day conference on: «Implementation of the Project “*Inclusion of repatriates and immigrants’ children in school – for primary education*” in the Peloponnese region», Patra, Rapporteur on «Project presentation».

7.18. February 2007

Seminar on «Educational Policy for Immigrants’ children; Greece’s and the United Kingdom’s experience» in collaboration with the National and Kapodistrian University of Athens and the British Council.

7.19. March 2007

Briefing on the “*Inclusion of repatriates and immigrants’ children in school – for primary education*” Programme, Athens – Rapporteur on: «Presentation of the Programme “*Inclusion of repatriates’ and immigrants’ children in school – for primary education*”».

7.20. June 2007

Training seminar on «Presentation of the Programme “*Inclusion of repatriates and immigrants’ children in school – for primary education*”» Patra.

7.21. November 2007

Symposium on: Teaching and Learning in multicultural societies: critical approaches, Centre of Hellenic Tradition, Athens, Rapporteur on: «Presentation of the Programme “*Inclusion of repatriates and immigrants’ children in school – for primary education*”».

7.22. March 2006

One-day conference: Intercultural Education in a multicultural Reality, Municipality of Kilkis Conference Centre, Rapporteur on: «Presentation of the repatriated and immigrant students' education programme and the work produced to this day ».

7.23. December 2005

Money Show Multiconference «Discussing Education », Athens, Thessaloniki.

7.24. November 2004

Two-day conference: Educational Material for Teaching Greek as a Second / Foreign Language, Rethimno University Campus, Rapporteur on: Objectives, contents, methodology, evaluation of the educational material for the «Repatriated and Immigrant Students' Education» programme, Crete.

7.25. November 2004

One-day conference: Immigrants and repatriates' social and financial inclusion in Greece, National Center for Vocational Orientation, Portaria, Pilio. Rapporteur on: The programme for the Inclusion of the repatriates and immigrants' children in Greece».

7.26. June 2003

One-day conference: Repatriated and Immigrant students' education, Athens.

7.27. June 2003

One-day conference: Repatriated and Immigrant students' education, Athens.
Education officials' briefing, Ioannina.

7.28. June 2003

One-day conference: Repatriated and Immigrant students' education, Thessaloniki.

7.29. May 2003

Briefing on Repatriated and Immigrant students' education, Crete.

7.30. March 1999

Five-day Students Symposium on: «Diversity and the right to diversity», Crete.

7.31. May 1999

Five-day Students Symposium: Relation-dynamic Pedagogical and Intercultural Education, Chania.

7.32. May 1999

One-day conference: «*Presentation of the Ministry of Education, Lifelong Learning and Religious Affairs Intercultural Education Programmes*», Athens.

7.33. September 1999

One-day conference: «*Cultural Diversity in Education*» (KEDA (Intercultural Education Center) and the General Secretariat for Greeks Abroad), Athens.

7.34. 1999-2000

Training Meetings for the school community members' Activation and professional development of the teaching staff in specific school units in the context of the intercultural intervention programme, Athens.

7.35. October 1999

One - day conference: Teaching Greek as a second language, Athens.

7.36. December 1999

One-day conference: Teaching Greek as a second language, Thessaloniki.

7.37. May 1999

Two-day conference: Towards an Intercultural Approach to Education, Chania.

7.38. May 1999

Two-day conference: Intercultural Education in Pre-Primary School, Chania.

7.39. May 1999

Two-day educational community briefing conference, Piraeus.

7.40. December 1999

Five-day Students' Symposium on: «*Diversity and the Right to Diversity*», Thessaloniki.

7.41. April 1999

Five-day Students' Symposium on: «*Diversity and the Right to Diversity*», Athens.

7.42. April 1998

«*Repatriated and Immigrant Students' School and Social Inclusion*», Athens.

7.43. May 1998

«*Repatriated and Immigrant Students' School and Social Inclusion*», Chania.

7.44. October 1998

«*An Intercultural Approach to Education*», Ioannina.

7.45. November 1998

«*An Intercultural Approach to Education*», Athens.

7.46. December 1998

«*An Intercultural Approach to Education*», Thessaloniki.

7.47. November 1998

«*Development of Networks of Teachers' as multipliers*», Athens.

7.48. October 1998

«*Teaching Greek as a second language*», A' Direction of Athens District 1st & 6th Office.

7.49. December 1998

«*Teaching Greek as a second language*», Piraeus, Eastern Attica.

7.50. April 1998

«*Scientific Meetings for the Intercultural Schools development*», Ioannina.

7.51. July 1998

«*Scientific Meetings for the Intercultural Schools development*», Thessaloniki.

7.52. September 1998

«*Scientific Meetings for the Intercultural Schools development*», Athens.

7.53. September 1998

«*Scientific Meetings for the Intercultural Schools development*», Chania.

7.54. March 1998

«*One-day educational community briefing conference*», Menidi Attica.

7.55. December 1998

«*One-day educational community briefing conference*», Piraeus

7.56. June 1998

«*One-day educational community briefing conference*», Keratsini.

7.57. November 1997

«*Repatriated and Immigrant Students' School and Social Inclusion*», Acharnai, Attica.

7.58. November 1997

«*Repatriated and Immigrant Students' School and Social Inclusion*», Ioannina.

7.59. December 1997

«*Repatriated and Immigrant Students' School and Social Inclusion*», Thessaloniki.

7.60. 1994

Parthenis - Ch. 'Pierre Bourdieu: *«How does education induces the reproduction of dominant culture»*. A study at the Educational Institute of Gothenburg University.

SUMMARY

This study analyzes the work and philosophy of Bourdieu. Bourdieu, as we know, is interested in discovering the laws explaining how structures are reproduced and in investigating how education functions as a system of generating knowledge and values. The study in question analyzes the way of students' evaluation and the criteria used by instructors to characterize some students as excellent and other as weak. Bourdieu has reached two main conclusions: first of all, education contributes to the legitimization of an unequal and class-divided society and secondly, the effort of education to be considered as a transmission system of knowledge and values is absolutely unsuccessful. The dominant ideology, he argues, is based on arbitrary cultural constants and socialization. The cultural capital every child is endowed with from his/family constitutes the most important factor of success in education. This study analyzes in depth all Bourdieu theories.

8. PARTICIPATION IN SEMINARS IN SWEDEN

8.1. May 1993

Aant Elzinga: «*Marxist Philosophy*» held at the Methodology, History and Theory of Science department, Gothenburg University, Sweden.

8.2. March 1993

Eero Loone: «*Marxism as a research programme*» held at the Methodology, History and Theory of Science department, Gothenburg University, Sweden.

8.3. March 1993

Jan Barmark: «*Tibetan Buddhist Medicine and Anthropology of knowledge*» held at the Methodology, History and Theory of Science department, Gothenburg University, Sweden.

8.4. October 1991

Andrew Collier: «*What is scientific realism?*» held at the Sociology department Gothenburg University, Sweden.

8.5. January 1991

Aant Elzinga: «*Towards a new philosophy of science*» held at the Methodology, History and Theory of Science department, Gothenburg University, Sweden.

8.6. January 1991

Sandro Fridlitzius: «*Critical Realism, Naturalism and Research fields' Characterization*» held at the Methodology, History and Theory of Science department, Gothenburg University, Sweden.

8.7. February 1991

Andrew Jamison: «*Social movements, a Cognitive Approach*» held at the Methodology, History and Theory of Science department, Gothenburg University, Sweden.

8.8. May 1991

Hilary Rose: «*Radical Science 1968 and today*» held at the Methodology, History and Theory of Science department, Gothenburg University, Sweden.

8.9. May 1991

«*Feminist theoretical discussions*» held at the Sociology department, Gothenburg University, Sweden.

8.10. October 1991

Thomas Soderqvist: «*A biographical approach to scientific studies*» held at the Pedagogy department, Gothenburg University, Sweden.

8.11. March 1990

«*Standards, Abstract Concepts and Concepts Invention*» held at the Methodology, History and Theory of Science department, Gothenburg University, Sweden.

8.12. September 1990

Quentin Skinner: «*Towards deployment and redeployment*» organized at the Methodology, History and Theory of Science department, Gothenburg University, Sweden.

8.13. September 1990

«*History and Civilization*» held at the Pedagogy department, Gothenburg University, Sweden.