



United Nations
Educational, Scientific and
Cultural Organization



University
of Cyprus

UNESCO Chair in Gender Equality and
Women's Empowerment
(Cyprus)

INTERNATIONAL CONFERENCE

***“Human Rights and Violent Behaviour:
The Social and Educational Perspective”***

UNIVERSITY OF CYPRUS, Nicosia, Cyprus

18-19th of NOVEMBER 2011



Informational Booklet

- General Programme
- Useful Information
- Parallel Sessions Programme
- Abstracts



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of Cyprus

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International Conference Human Rights and Violent Behaviour: The Social and Educational Perspective

Chair holder

Professor Mary Koutselini

Conference Organizing Committee

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Conference General Programme

Friday, 18 November 2011

Nicosia Guided Tour (10:30 - 13:00)

Starting point: The Cyprus Hilton or the Centrum Hotel.

Registrations (16:45 - 17:45)

Venue: The main auditorium (Assembly hall) of the University of Cyprus, (75 Kallipoleos Avenue, Nicosia).

Conference Opening Session (17:45 - 19:15)

Introductory addresses (17:45 – 18:15)

- Prof. Dr. Mary Koutselini, Director of the UNESCO Chair in Gender Equality and Women's Empowerment.
- Prof. Dr. Constantinos Christofides, Rector of the University of Cyprus.
- Dr. George Demosthenous, Minister of Education and Culture of the Republic of Cyprus.
- Mr. Pavlos Paraskevas, General Secretary of the Cyprus National Commission for UNESCO.
- Mr. George Christofides, President of the World Federation of UNESCO Clubs, Centers and Associations.
- Mr. Costas Veis, Superintendent B, Officer in charge of the Domestic Violence and Child Abuse Office, Head Quarters, Cyprus Police.
- Ms. Alice Xatzigeorgiou, President of the Association for the Prevention and Handling of Violence in the Family, Cyprus.

Keynote speeches (18:15-19:15)

- Ms. Leda Koursoumba, Commissioner for Children's Rights.
- Ms. Gloria Bonder, Coordinator of the Global Network of UNESCO Chairs on Gender.

Conference reception (19:15 - 20:00)

Saturday, 19th November 2011

Parallel Sessions: Rooms A018, A008, A107 (9:00 - 18:00)

Session 1: 9:00 - 10:45 / Session 2: 11:00 - 12:45

Lunch: 12:45-14:00

Session 3: 14:00 - 15:45 / Session 4: 16:00 - 18:00

Conference Closing Session: The Assembly Hall (18:00 - 19:15)

Gala Dinner: Estiades Restaurant (21:00)

Useful Information

Information for Presenters

You will have 20 minutes for presenting your paper. We suggest that you plan to deliver just about 1,500 -1,750 words. You will be able to have a substantially longer edited paper of 5,000 words printed in the proceedings.

There will be a chairperson for the block of papers. The papers will run consecutively, without a break. An effort was made to schedule papers that have a similar appeal in the same block, so that people do not leave and enter the room between papers.

Please note that you will have exactly 20 minutes: you may not take any longer!

Make sure that you find the room your paper is in well before the session starts and load your presentation. Rooms are equipped with a computer and projector. It is best to set up and check any audio-visual equipment with your data before the session starts.

If you experience any problems in setting up your presentation i.e., power point not working, room temperature etc. please contact a member of the organizing committee who will be able to help.

Information for Chairpersons

Some of you have been assigned to chair certain sessions. All chairpersons are indicated in the program. As a chairperson you will be responsible for equally distributing the available time among the presenters. Every presenter should have 20 minutes at his/her disposal. It is the responsibility of the chairperson to ensure that no one exceeds this time limit. You need to make sure that all presentations are loaded on the computer in advance. Please be in the room at least 10 minutes before the session starts. For an effective time management it is suggested that the discussion will begin after **all** the presentations have been concluded. Chairs will be responsible for managing questions from the audience during discussion.

Internet Access

Delegates can access the Internet in two ways:

- a) Using the computers of the computer laboratory centre (Π103) located in the central campus.
Opening hours: Friday, the 18th of November: 17:00 – 20:00
Saturday, the 19th of November: 09:00 – 19:00
To login, use the following username and password:
Username = **seminar**
Password = **sem!!1234**
- b) Using their own computer in Room A007. In order to connect to the network of the University of Cyprus, delegates should choose the wireless network “ucywifi” making a login with the seminar@ucy.ac.cy account. For more information regarding the “ucywifi” service, you can find on the link <http://www.ucy.ac.cy/goto/iss/el-GR/ucywifi.aspx>.

Coffee Breaks

Coffee and refreshments will be available between the parallel sessions. However a coffee stand will be open throughout the conference allowing you to refresh your cup at any time.

* Contribution from the Conference Registration fees

5 euro from each registration fee will be given to support the Association for the Prevention and Handling of Violence in the Family of Cyprus for the needs of the Women's Shelter in Cyprus.

Saturday, November 19th 2011
Parallel Session 1
(9:00-10:45)

Room 1 (A018)	
Theme: Women experiencing violence and subjection.	
Author (s)	Article title
1) S. Chistolini (chair)	Analysis of woman's awareness of the harmful effect caused to her child exposed to violence
2) M. Smirnova	Women engaged in prostitution psychosocial portrait
3) M. Secui, M. Danciu, A. Halmajan, A. Decsei-Radu, C. Bora and D. Roman	Women victims of domestic violence: mothering experiences
4) St. Panagakou	J. S. Mill on women's empowerment, human development and progress: Some reflections on the subjection of women
Room 2 (A008)	
Theme: Bullying	
Author (s)	Article title
5) A. Papastylianou (chair), Y. Papadatos , M. Papadatou-Pastou, E. Amanaki , & K. Kafaloukou	Bullying in multicultural school context before and after an intervention DAPHNE program, in Greece
6) G. Anagnostou & S. Orphanos	Bullying in Physical Education: What do pre-service teachers think?
7) Ph. Phedonos	Child's self-efficacy and anxious emotional status as contributors to bullying and victimization: Bullies, victims and bully/victims profiles
8) M. Teixeira	Bullying and Multimodality: from text to image – elementary schools' children representations
Room 3 (A107)	
Theme: Intercultural dimensions of violence and marginalization	
Author(s)	Article title
9) G. Nikolaou (chair), Ch. Kaloyirou, A. Spyropoulou & M. Pavlou	School bullying and ethnic diversity: a socially constructive approach
10) G. Tafner	The Islamic scarf and the veiled fight for the European identity: pedagogical considerations on the edge of violence
11) L. Symeou	Nobody knows us. Nobody asked us what we need. The Social and Educational Marginalization of Roma in Cyprus
12) K. Kolnik	Native speaking language as children's right in geography classes in Slovenians schools

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1) Analysis of woman's awareness of the harmful effect caused to her child exposed to violence

Sandra Chistolini, University of Roma Tre, Italy

This qualitative research explores the *harmful* repercussions on children exposed to violence. We examine the correlation between tolerance and awareness. Reference literature is: J. Levine, A. F. Lieberman, A. R. Roberts. In Italy, 58 testimonies of women who suffered violence in front of their children were collected and analyzed from Police reports. The research highlights how women's tolerance of violence is linked to various factors: emotional, such as the disappointment of a failed relationship; social, for instance the dishonor brought to the entire family; ethics and values, with specific attention to the children's future; psychological, including self-blame. In all cases examined the woman's awareness is present in the form of: fear for the child's life; being in a continual state of alert in order to defend the child; consciousness of the psychological harmful effect caused to the child. Age, education, occupation, woman's quality of life and duration of violence are variables that define both degree of tolerance and level of awareness of the *harmful effect*, or *damage*, caused to the child. Reports faithfully transcribe the words of the woman, but scarcely do they refer to the indirect *harmful effect* caused to the child. Research findings permit the construction of a basic typology of awareness, identifying four main types: objective-phenomenological, related to the child's actions; subjective-hermeneutical, linked to the mother's assessment; socio-biological, with regard to the effects on the child's intellectual and social maturity; pedagogical, referring to the child's school performance. What emerges is the multi-directional character of the tolerance-awareness-*harmful effect* combination.

2) Women engaged in prostitution psychosocial portrait

Marika Smirnova, Riga Stradiņš University, Department of Social Work, Latvia

Introduction. Women engaged in prostitution face different social problems - addiction, poverty, lack of education, violence, etc., that affect women's ability to cope with daily problems. Involved in prostitution, women developed a variety of skills and abilities to protect themselves from violence, but despite this, women cannot always protect themselves because they have less power than their clients' man have it; this group occupies a marginal position in society and against it is directed increased violence.

Problem. Women engaged in prostitution are subjected to risk of abuse. Women experience emotional, physical and sexual abuse.

Aim. Find out women working in prostitution experienced violence.

Methods. In frame of research were interviewed 10 women engaged in prostitution and was analyzed researched what was made in Vancouver (Canada) where were interviewed 100 women engaged in prostitution.

Results. Women engaged in prostitution are between the ages of 21-51 years. Those women face with client violence (rape, strangulation, beating). Women engaged in prostitution regularly use drugs and have tendency to use alcohol.

Conclusions. Research data shows that women engaged in prostitution face the physical, emotional and sexual abuse and other social problems.

In prostitution are employed different women groups such as single mothers, girls from children's home, persons of no fixed abode, the dependent persons (drugs, gambling, alcohol), victims of violence (sexual, emotional and physical).

3) Women victims of domestic violence: mothering experiences

Monica-Liana Secui, Magda Danciu, Angelica Halmajan, Alina Decsei-Radu, Carmen Bora & Daniela Roman, University of Oradea, Romania

Violence against women is a topic of major interest for specialists in different areas yet the issue of mothering under these circumstances is less investigated (Lapierre, 2009). This paper examines abused mothers' awareness of the impact of domestic violence on their children, through qualitative interviews of 28 women aged between 23 and 57 years. Their children were between 5 months and 38 years old, the average number of children being 2.6. The marital situation of women victims of domestic violence includes marriage and cohabitation, half of the participants being involved in only one long-term relation, and the others declaring that they were involved in two or three important relations during their life. When children witness domestic violence against their mothers, the interview analysis reveals the complexity of lived experiences. There are distinct cases when the mother is fully aware of the consequences of domestic violence against her on her children, this issue being one of the reasons to stop her relationship with the abusive partner, but there are situations when mother mentions only the children's reactions and their condition in the particular situation of domestic violence, without any knowledge of possible long-term consequences. The majority of women have proven awareness of the negative impact by pointing out the children's negative emotions, problems regarding children's school achievements and their social relations with adults and peers. These effects perceived by mothers are paralleled to the findings of the relevant studies in the area (Evans, Davies and DiLillo, 2008; Wolfe et al., 2003).

4) J. S. Mill on women's empowerment, human development and progress: Some reflections on the subjection of women

Stamatoula Panagakou, Department of Social and Political Sciences, University of Cyprus, Cyprus

This paper offers a reassessment of one of the classic texts in the history of feminist theory, J. S. Mill's *The Subjection of Women* (1869). My analysis is primarily conceptual and deals with the principles that sustain and substantiate J. S. Mill's discourse on the subjection and emancipation of women in the context of his broader philosophy including *On Liberty* (1859). The paper has the following aims: First, to describe and assess Mill's views on the subjection of women, its causes, and consequences for the development of both society and the individual; Second, to show his vision of female emancipation and empowerment, in discussing what should be done. And, thirdly, to identify the links both with the Enlightenment discourse (rights, progress, happiness, freedom) that offers the theoretical framework of Mill's narrative, and with liberal feminism.

Room 2 (A008) Theme: Bullying	
Author (s)	Article title
5) A. Papastylianou (chair), Y. Papadatos , M. Papadatou-Pastou, E. Amanaki , & K. Kafaloukou	Bullying in multicultural school context before and after an intervention DAPHNE program, in Greece
6) G. Anagnostou & S. Orphanos	Bullying in Physical Education: What do pre-service teachers think?
7) Ph. Phedonos	Child's self-efficacy and anxious emotional status as contributors to bullying and victimization: Bullies, victims and bully/victims profiles
8) M. Teixeira	Bullying and Multimodality: from text to image – elementary schools' children representations

5) Bullying in multicultural school context before and after an intervention DAPHNE programme in Greece

Antonia Papastylianou, Democritus University of Thrace, Yiannis Papadatos, Marietta Papadatou-Pastou, Eirini Amanaki, & Konstantina Kafaloukou, University of Athens, Greece

Bullying is a serious problem faced by large numbers of students in many countries throughout the world. Over the past 2-3 decades various aspects relating to the rise of the phenomenon have been studied by social scientists, teachers and mental health professionals in an effort to identify its causes and help combat it. A five-nation DAPHNE programme coordinated by the University of Cyprus's Department of Education (2008-2010) ("Designing evidence-based strategies and actions to face bullying by considering socio-ethnic diversities in school populations and evaluating their effects") addressed bullying within the school context. The aim was to develop an evidence-based and theory-driven approach through studying teachers' views on school policy regarding the phenomenon as well as students' perceptions of the same issue before and after in-school action was taken. Our presentation will focus on the data collected in Greece (one of the participating countries), particularly on students' perceptions and behaviour regarding bullying and how these relate to certain contextual factors such as living conditions, socio-educational status of parents and country of origin. The sample consisted of: intervention group $n = 11$ schools, $n = 305$ students grouped in $n = 17$ classrooms; control group $n = 10$ schools, $n = 269$ students grouped in $n = 13$ classrooms 9 (mean age 11), with a high percentage of the population from most of the participant inner-city schools being comprised of migrant students. The *Junior Revised Olweus Bully/Victim Questionnaire (OBVQ)* *Quality of School Life scale* and the *Social Cognition test* were administered to the students in order to measure their experience of the phenomenon both before and after their class teachers undertook 6-months of action (the teachers underwent short-term training in the Dynamic model developed by Creemers & Kyriakides (2008)). The results provide considerable support for the model and its impact on the school climate as reflected in students' views.

6) Bullying in Physical Education: What do pre-service teachers think?

Garifallos Anagnostou & Stelios Orphanos, School of Education, Frederick University, Cyprus

Bullying is a serious personal and educational problem which affects many children worldwide (Olweus, 2003). However, there is little research exploring bullying in physical education (PE) classes (Lenskyj & Daalen-Smith, 2006; Sapouna, 2008) or how pre-service teacher perceive the issue of bullying in PE.

This study examined the perceptions of pre-service teachers regarding bullying in PE classes. The sample consisted of 291 students enrolled in a university teacher preparation program in Cyprus. A questionnaire was administered to students in March of 2011 and students were asked about the extent of bullying in PE and factors (school and student related) associated with bullying. Students also evaluated their preparation with regard to being able to identify, prevent and deal with bullying situations in PE.

Data analysis (descriptive statistics and regression analysis) showed that: (a) students believe PE teachers are less prepared in dealing than identifying bullying situations, (b) bullying is more extended in PE than other courses in elementary school, (c) teachers' communication and quality of interpersonal relationships with students are related to bullying occurrence, (c) students had limited exposure to bullying issues in their PE courses or during practice teaching.

The results indicate that PE courses in university teacher preparation programs should feature a greater emphasis on bullying in physical education with the inclusion of lectures, presentations by and discussions with elementary school PE teachers and PE specialists. Future research should further explore the links between teacher characteristics (teaching approach, communication skills) and bullying occurrence.

7) Child's self-efficacy and anxious emotional status as contributors to bullying and victimization: Bullies, victims and bully/victims profiles

Phedi Phedonos, University of Cyprus

The main purpose of this study is to examine the role of child's self efficacy and anxious emotional status to school bullying and victimization experiences. It also investigates whether bullies, victims and bully/victims constitute distinct groups in terms of the above-mentioned variables. The sample consists of 700 students aged 9-12 years old (fourth, fifth and sixth level) of seven public primary schools in Cyprus. It is hypothesised that self-efficacy and anxious emotional status are associated with both bullying and victimization. In particular, high self-efficacy for aggression will be associated with both bullying and victimization, whereas high-self efficacy for assertion and for intervening in bully/victim situations will be associated with high scores of victimization. Anxious emotional status will be associated with both bullying and victimization. Bullies, victims and bully/victims are assumed to be found as distinct groups in terms of both their emotional status and self-efficacy and their profiles will be discussed. Bully/victims are assumed to be found as similar to bullies with respect to self-efficacy for aggression but similar to victims with respect to self-efficacy for intervening. The results of the study will be discussed in terms of their implications for school practice and intervention policy.

8) Bullying and Multimodality: from text to image – elementary schools' children representations

Madalena Teixeira, Polytechnic Institute of Santarem – Higher School of Education, University of Lisbon – Center for English Studies

Nowadays, violence situations are one of the problematic issues of our society. It is defined by the W.H.O. (1999) as "the intentional use, either effective or as a threat, of power of physical strength, against oneself or someone else or a group or a community, of which might or it is likely to result in physical or emotional distress, death, disturbance in development or deprivation." When such violence takes place within the school context – bullying, those kinds of behaviors are evident, and occur systematically and are caused by power inequalities (Seixas, 2010).

Acknowledging the importance of promoting programs related to the prevention of bullying and to the development of strategies on order to address violence in the school context, and in order to complement studies in the field of linguistics and gender, this study intends to contribute for the understanding how children – boys and girls - react to this situation through the analysis of multimodal discourse.

This study involved 80 elementary school students, more specifically, for the third grade, of three schools in Santarem. The starting point was a lecture about bullying and the students were asked to come up with a piece of news with illustrations, in order to publish it in school newspaper. After such activity, these news were analyzed having in mind Kress & Van Leeuwen (1996, 2006) that adopt Hallyday's theoretic notion of met functions, whilst adapting to the visual semiotic method. This research is still being developed.

Room 3 (A107)	
Theme: Intercultural dimensions of violence and marginalization	
Author(s)	Article title
9) G. Nikolaou (chair), Ch.Kaloyirou, A. Spyropoulou & M. Pavlou	School bullying and ethnic diversity: a socially constructive approach
10) G. Tafner	The Islamic scarf and the veiled fight for the European identity: pedagogical considerations on the edge of violence
11) L. Symeou	Nobody knows us. Nobody asked us what we need. The Social and Educational Marginalization of Roma in Cyprus
12) K. Kolnik	Native speaking language as children´ s right in geography classes in Slovenians schools

9) School bullying and ethnic diversity: a socially constructive approach

Giorgos Nikolaou, Chrystalla Kaloyirou, Antonia Spyropoulou, Mikaella Pavlou, University of Ioannina, Greece

The particular research, aimed at the investigation of school bullying in relation to ethnic diversity (Monks et al., 2008) and within a socially constructive point of view (Bruner, 1990). It took place in all regions of Cyprus, involving 464, 8-14 years old pupils of Cypriot origin and 81 pupils of non Cypriot or non European origin. A questionnaire was used and data was analyzed with the use of SPSS statistic package. The results refer to the extent bullying takes place in relation to ethnic diversity, the support bullies and victims receive from their schools and families, the different forms of bullying and the time and the places bullying happens. The findings also suggest that bullying is a matter of human rights as it strongly relates to social acceptance and inclusion. Therefore, citizenship education is proposed as an antidote to school bullying since it relates to values and attitudes that enhance social acceptance (Smith, 2004).

10) The Islamic scarf and the veiled fight for the European identity: pedagogical considerations on the edge of violence

Georg Tafner, University of Graz, Department for Business Education and Development, Austria

Problem: "One cannot not communicate." This is one of the five axioms of communication (Watzlawick). Therefore, every behavior is communication. In Rosenberg's Nonviolent Communication judgment and evaluation is the trigger of violence. However, in Steil's model of communication evaluation is a part of communication. As every behavior is communication and evaluation is a part of it, we are always in the danger of violently communicating. And as communication is society (Habermas, Luhmann) our society tends to be in current tensions. The discussions in Europe about the Islamic scarf reveal these tensions. The scarf can be a personal expression and part of the identity of the scarf wearing woman and her "forum internum" protected by human rights. Wearing and even not wearing it is communication between the Muslim sender and the Non-Muslim European receiver. The theory of communication also tells us, that misunderstandings are part of human communication and that feedbacks can avoid or minimize misunderstandings. Unfortunately, feedbacks are rarely part of the public discussions.

Methodology: An analysis of German and European legal cases (Tafner, 2010) reveals three different lines of arguments about the scarf supporting the idea that the scarf is a mirror for Europeans not recognizing that they are searching for their own identities.

Main findings: Searching and showing identities on the one hand and misunderstandings on both sides on the other hand produce a communication culture on the edge of violence that can be unfruitful and even dangerous. Cultivating intercultural competences (Bennett 2009) might be one step out of this dilemma.

11) “Nobody knows us. Nobody asked us what we need.” The Social and Educational Marginalisation of Roma in Cyprus

Loizos Symeou, Department of Education Sciences, European University Cyprus

Roma of Cyprus is an indigenous minority group officially belonging to the Turkish-Cypriot community with common citizenship rights as the majority group but with dissimilar cultural and religious traditions. Recent political developments such as the partial lift of movement restrictions across the demarcation line in 2003 have facilitated the internal migration of Roma families from the northern part of Cyprus to the south. This paper examines the ways in which Roma are being positioned in the Greek-Cypriot educational system. The data presented were collected in the course of a case study of a state primary school with a large population of Roma conducted in 2008 and include field journals and semi-structured interviews from Roma pupils and their families. Despite that Roma share a minority status and the introduction of official supportive measures aiming at integrating culturally diverse groups in state schools, and the prevalence of a rhetoric of acceptance, the analysis of the data indicates the social and educational marginalization of Roma. Bullying, language, and social isolation linked to their dual multilayered position as both insiders and outsiders were reported as the main reasons behind this. Implications of these findings suggest that for Roma education to become more inclusive there is a need for teacher training that will aim at enhancing teachers' understanding of culture and enabling teachers to respond to the challenge of teaching in multicultural classrooms.

12) Native speaking language as children's right in geography classes in Slovenians schools

Karmen Kolnik, University of Maribor, Faculty of Arts, Slovenia

The UN Convention on the Rights of the Child signed in 1989 is an international human rights treaty which grants all children a comprehensive set of rights, including the right to practice their own culture and language. Minority and indigenous groups need special protection of these rights.

Simultaneously with political and social changes in the 1990s, Slovenia was changing the aims and tasks of upbringing and education and tried to understand and respect the need of minority members to preserve their cultural identity. The Italian and Hungarian minorities in Slovenia have been legally provided the right to education in their native language as a basis for the preservation of their identity.

The article will present the possibility of implementation of child's rights in geography teaching in primary schools and secondary schools in Slovenia. We analysed the adjustments of geography syllabuses and geography textbooks for national minorities, as well as the possibilities for conducting the national geography exams in their native speaking language. We have discovered that the majority of the children have the legal right to be educated in their native speaking language (Slovenes, Italians and Hungarians) veil other children mostly from former Yugoslavian republic do not have this possibility. Children from Hungarian and Italian minorities also have adjustments on geography syllabuses and geography textbooks, because learning about the history, geography and culture of their native nation seems to be important for Slovenia to encourage those pupils to develop their own creativity and knowledge in their native speaking language. What about others?

Saturday, November 19th 2011
Parallel Session 2
(11:00-12:45)

Room 1 (A018)	
Theme: Conflict and violence at school	
Author (s)	Article title
13) A. Argyriou (chair), D. Andreadou & A. Athanasoula-Reppa	Types of conflicts in the school and their regulation by the Headmasters. An empirical research in schools of the Prefecture of Western Attica
14) M. Cardona, M. Uva, I. Piscalho & T. Tavares	The role of the conflict resolution in the work of gender's questions in the kindergarten and in the primary school
15) C. Hadjistephanou	Olympic Ideals against Youth Violence
16) K. Ntinias, E. Kalerante, P. Papadopoulou, A. Kontopoulou	Overt and overt Violence against Kindergarten Girls: Manifestation and apparent Inurnment
Room 2 (A008)	
Theme: Child neglect and abuse	
Author (s)	Article title
17) G. Franco-Borges (chair), P. Oliveira, P. Vaz-Rebelo & M. Vale-Dias	Parental acceptance-rejection and social support affordance: Implications for family violence prevention
18) J. Goriup	Some sociological aspects of child's neglect as violence in family life
19) Ch. Kaili	Poverty, Social Exclusion and the Gaps in the Domestic Violence Victim Support System
20) M. Apostolidou	Research on Child abuse: Lessons for Policy Makers
Room 3 (A107)	
Theme: Gender equality	
Author (s)	Article title
21) M. Christophides (chair) & Th. Pampaka	Gender Equality in employment: the Cypriot woman
22) <u>M. Heikkinen & V. Sunnari</u> (on-line)	Developing an academic community approach to sexual harassment prevention
23) M. Vryonides & V. Pavlou	Do social welfare provisions solidify stereotypical gender roles? Evidence from the European Social Survey
24) E. Tsakiridou, A. Kyridis & If. Vamvakidou	Women in Greece: issues of social exclusion and social vulnerability. What Greek university students believe about women's position in the Greek society?

Parallel Session 2 (11:00-12:45)

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13) Types of conflicts in the school and their regulation by the Headmasters. An empirical research in schools of the Prefecture of Western Attica

Argyriou Argyrios, Director of Secondary Education, West Attica-Athens; Andreadou Despina, Teacher-Economist, 2nd Prof. High School Aigaleo-Athens; Athanasoula-Reppa Anastasia, Hellenic Open University, University of Cyprus

The present work researches the types as well as the frequency of conflicts occurring in a school unit of Secondary Education. Furthermore, it examines the ways chosen by the school Headmasters so that they regulate the various types of conflicts presented in their school. The types of conflicts examined are divided into interpersonal conflicts, conflicts between teams and conflicts between individuals and teams (Athanasoula-Reppa, 1999, 2008; Bondesio, 1992; Zablanos, 1987; Leah, 2007; Saitis, 1994, 2002). Regarding the methods of conflict settlement some techniques were investigated; avoidance - technique of ignoring, smoothing over - technique of separation, compromise - technique of compromise, competition - use of authority and the technique of problems resolution - technique of creating higher objectives (Athanasoula-Reppa, 2008; Everardand Morris, 1999; Hakvoort, 2010; Kantas, 2009). In order to complete the survey a statistical review was carried out concerning the subjects' responses in accordance with their sex, age, years of service in public education, additional studies, experience in a managerial position at school, training in management and in managing conflicts and finally the type of school they direct. The survey was conducted in May 2010 in Western Attica and attended by all the Headmasters of Secondary schools, namely Junior High School (Gymnasium), High School (Lyceum), Technical Schools (EPAL and EPAS) in the region. The type of the survey was a review, the methodological tool was a questionnaire and the results were processed with the program SPSS 17.0. The results showed that three types of conflicts are very often perceived as factors of conflict while two methods are very often selected to settle conflicts.

14) The role of the conflict resolution in the work of gender's questions in the kindergarten and in the primary school

Maria João Cardona, Marta Uva, Isabel Piscalho & Teresa-Cláudia Tavares, Polytechnic Institute of Santarem – Higher School of Education, Portugal

The rigid and discriminatory learning of the social papers attributed to the women and men starts in familiar life and, most of the times, continues in the kindergarten and primary school. The school it is far from promoting an effective equality of chances and participation to the girls and boys and one of the main difficulties it's to work the gender's questions. Especially for the teachers who have to work with and in the conflict: their personnel's conflicts; the conflicts between the children; the conflicts with the family. However, the cognitive conflicts are very important in the work of gender and citizenship in the kindergarten

and in the primary school. This communication will present the work that a group of teachers from the Higher School of Education of Santarém/Portugal developed about gender and citizenship in the first years of primary education. We have built materials to be used on teacher's training; and we developed research to better understand how to work these questions in the kindergarten and in the primary school.

15) Olympic Ideals against Youth Violence

Clea Hadjistephanou, University of Cyprus

In the Olympic Charter, Olympism is defined as a philosophy of life that blends sport with culture and education (International Olympic Committee, 2010). The diachronic values of Olympism contest that Olympic Education is the educative process that aims in the configuration or even modification of models of behavior of young persons, promoting predominantly 'fair play' as a way of life. In this respect, Olympism can be used as a powerful tool in education in order to help promote the values of intercultural respect, tolerance and reduction (or even more avoidance) of violence. The role of educators, such as practitioners (teachers, tutors or mentors), is essential in helping young people develop positive attitudes, values and behaviors towards life and promote harmonious intercultural relations and coexistence. The intent of this study was threefold: first, to present the objectives, content and methodology of Olympic Education courses that can be incorporated in education; second, to discuss the means and methods - as well lessons that can be learnt from similar approaches - which can be usefully applied to positively influence the behavior of young people; and third to demonstrate that such courses are applicable in physical education teaching programs and numerous other subject matter knowledge curricula (Müller, 2004). On the basis of our current state of knowledge, we conclude on the potential of such courses to have a direct impact towards intercultural education and avoidance of violent behavior in an interdisciplinary and powerful way.

16) Overt and overt Violence against Kindergarten Girls: Manifestation and apparent Inurnment

K. Ntinias, E. Kalerante, P. Papadopoulou, A., Kontopoulou, University of Western Macedonia, Greece

We have systematically recorded and evaluated the findings of the International Carrier (OECD) and Greek Research Centers (EKKE) due the mounting evidence of violence in Elementary Education reported by them. We ascertained the availability of limited research data zeroing into the visible and invisible manifestations of violence on Kindergarten girls, i.e. those not discerned by the educators trainees who do their practice in the Kindergarten environment. The teamwork used Kindergarten as a research field where children's spontaneous language and behavior codes conveyed penchants to violence corresponding to established gender stereotypes. We used a 30 senior level academy student sample in repetitive semi-shaped interviews. We tried to ascertain how these future educators perceive violence and at the same time overlook it. More specifically, our questions gradually progressed from an overall definition of violence to a closer analysis of violence against girls with points of reference to gender stereotypes. Our research was two-fold, examining the "visible" and "invisible" manifestations on the one hand, and studying an inurnment like acceptance or tolerance and underestimation of the consequences of violence on the part of future educators on the other hand, the later fitting into a broader theoretical model of gender inequality. Without overlooking the significance of particularities the research conclusively resolves that the future educators' sociological observations of "hybrid collectivity", as well as their inconclusive interpretation-free overview of the daily routine of early childhood, do not particularly borrow from studies done on gender which seemingly operate at a mere theoretical level.

Room 2 (A008)	
Theme: Child neglect and abuse	
Author (s)	Article title
17) G. Franco-Borges (chair), P. Oliveira, P. Vaz-Rebello & M. Vale-Dias	Parental acceptance-rejection and social support affordance: Implications for family violence prevention
18) J. Goriup	Some sociological aspects of child's neglect as violence in family life
19) Ch. Kaili	Poverty, Social Exclusion and the Gaps in the Domestic Violence Victim Support System
20) M. Apostolidou	Research on Child abuse: Lessons for Policy Makers

17) Parental acceptance-rejection and social support affordance: Implications for family violence prevention

Graciete Franco-Borges, Patrícia Oliveira, Piedade Vaz-Rebello, & Maria da Luz Vale-Dias, University of Coimbra, Portugal

Though it was consensual that the family violence has deleterious implications for the child development, the definition of family violence faces incommensurable obstacles derived from cultural diversity around the social valued parental rearing. In order to overcome this obstacle, the Parental Acceptance-Rejection Theory – PARTheory (Rohner, 1986, 2004) – relies on the warmth dimension of parenting, offering an instrumental approach to evaluate the level of parental acceptance/rejection perceived by the child. Therefore, the PARTheory focus on individuals' basic needs for positive response from significant others, evaluating the universal perception of warmth, which has been universally associated with psychological adjustment across the life span (Rohner, Khaleque & Cournoyer, 2008). In order to explore this long-term effect of parental acceptance-rejection's perception, we try to analyse the relationship between this perception and the social support affordance, departing from the hypothesis that the parental acceptance perception will be positively associated with the personal construction of supportive social sources. To confirm this general hypothesis, we used the *Social Support Scale for Children* (Harter, 1985) and the Child PARQ Mother/Father (Rohner, 2004) near a sample of 157 students of 5th and 6th grade, to analyse the relationship between the parental acceptance-rejection's perception and the social support's perception from classmates, teachers and close friends. The results confirmed the departing hypothesis, allowing for the discussion of educational implications directed for family education, namely to enhance acceptance parental rearing and, by this way, to prevent all forms of family violence.

18) Some sociological aspects of child's neglect as violence in family life

Jana Goriup, University of Maribor, Faculty of Arts, Slovenia

According to the police administration in Slovenia between 2000 and 2007, 3834 child victims of violence in the home environment were recorded (Musič, 2008:79). It should be noted that these figures show only a small proportion of all children exposed to domestic violence, since the majority of domestic violence remain undetected. In the paper the author pays special attention to the sign of the consequences of domestic violence, child neglect. A special form of family violence, which it considered by many authors, even by the most vulnerable children (Egeland et al., 1983, Erickson et al., 1989, Hildyard and Wolfe, 2002: Venet et al., 2007: 265). Neglect is a form of violence that Slovenian law on preventing domestic violence defined as an abandonment of due care for a family member who needs it due to illness, disability, age, developmental or other personal circumstances (PND) Official Gazette. No. 16/2008 dated 15.2.2008). The neglect has different forms: of the physical nature (inadequate nutrition, lack of care for the child's safety, health, development ...), emotional (the child is deprived of the positive emotional relationships within the family etc.) or educational in nature (adult child deprive the basic development promotion) (Mikuš-Piece, 1996: 60). Our research empirical data (500 interviews) show that neglect of children, as identified by some authors (Either

et al., 2004, Venet et al., 2007: 266), occurs mainly in families with low socio-economic status and a large number of children. Many of those parents are characterized and identified as unemployed, with a low educational degree and often with a feeling of helplessness towards life processes, as psychosocial disorders, alcoholics, some psychopathic characteristics, emotional labile. Many parents who neglect their children also have experience with drug abuse and family violence and partner volatility (Farinatti et al., 1990, Roditti, 2005 in: Venet et al., 2007: 266). The author in her article also represents the role of schools and teachers to identify children's exposure to such domestic violence and their ability to react.

19) Poverty, Social Exclusion and the Gaps in the Domestic Violence Victim Support System

Christina Kalli, Mediterranean Institute of Gender Studies, Cyprus

Although much progress has been made in highlighting the extent and severity of the issue, a great deal still remains to be done in terms of how it is treated and dealt with in Cyprus. The scope of the paper is to examine the main links between domestic violence against women and poverty and social exclusion, as experienced by women victims of violence in Cyprus. The paper will also provide a critical assessment of current policies and services for the support and assistance of women victims of domestic violence, using a gender equality perspective. The paper is based on the results of two qualitative research projects implemented by the Mediterranean Institute of Gender Studies. The research projects demonstrate that poverty and social exclusion are indeed both a cause and a consequence of domestic violence against women. Various poverty traps experienced by women in Cyprus and the main barriers they face in leaving violent relationships and living independent lives free from violence are analyzed and an assessment made of the victim support system and mechanisms. Focusing on a gender-sensitive evaluation and assessment of all aspects of implementation of the relevant legislation and policies on domestic violence, the article reveals the lack of systematic national data on the prevalence of domestic violence; the lack of gender awareness and expertise among relevant stakeholders dealing with victims of domestic violence be it by the state or by NGOs; and gaps and weakness in the provision of shelters and counseling services for women. The researchers expand the scope of the two research projects with policy recommendations aiming to improve existing structures and services in order to reflect the needs of women victims of domestic violence and reduce their risk of poverty and social exclusion.

20) Research on Child Abuse: Lessons for Policy Makers

Martha Apostolidou, Frederick University, Cyprus

Child abuse in Cyprus was until recently viewed as a private family affair which only becomes a public concern in the event of serious physical injury. Currently, increased publicity has begun to raise awareness (Apostolidou et al., 2004; Apostolidou et al., 2005). More cases of such violence are being reported (Advisory Committee for the Prevention and Combating of Family Violence, 2009) and a multi-disciplinary approach has led professionals in many areas to recognize that child abuse has serious implications on child health and well being.

Purpose: This first national research on child abuse was carried out for the: Advisory Committee for the Prevention and Combating of Violence in the Family. It set out to measure the extent and kinds of child abuse in the Cypriot family and to investigate its implications.

Method: A sample of 913 children ages 12 – 18 were randomly chosen from all public and private Greek speaking secondary and technical schools of the island. A purpose-built questionnaire was developed and designed to sample students' perceptions of physical, psychological and sexual violence, to measure the extent, kinds and effects of abuse against them and assess its implications on children's physical health, self-concept, self esteem, alcohol and drug abuse, mood and social adjustment.

Results: This paper concentrates on the findings that are related to the psychological and social implications of abuse on children's health.

Conclusions: The findings will contribute to the better understanding of the implications of child abuse on psychological and social dimensions of health. Recommendations for the prevention and combating child abuse, based on the findings of the study, are provided for policy makers.

Room 3 (A107)	
Theme: Gender equality	
Author (s)	Article title
21) M. Christophides (chair) & Th. Pampaka	Gender Equality in employment: the Cypriot woman
22) <u>M. Heikkinen & V. Sunnari</u> (on-line)	Developing an academic community approach to sexual harassment prevention
23) M. Vryonides & V. Pavlou	Do social welfare provisions solidify stereotypical gender roles? Evidence from the European Social Survey
24) E. Tsakiridou, A. Kyridis & If. Vamvakidou	Women in Greece: issues of social exclusion and social vulnerability. What Greek university students believe about women's position in the Greek society?

21) Gender Equality in employment: the Cypriot woman

Marina Christophides & Theophano Pampaka, World Federation of UNESCO Clubs, Centres and Associations (WFUCA)

Gender discrimination in employment and occupation has always been on the agenda of the European Union. Since the Treaty of Rome 1957, the EU included the concept of equal payment for men and women in its social policy. A large number of countries made a number of developments regarding their domestic equality laws and policies and women around the globe have been making their way through success and have distinguished in many professional working fields. Despite the above mentioned, a significant percentage of women face discrimination and other difficulties at work, creating a less advantage position for them compared to men. Moreover, proportionally female employment has been always at a lower level than that of men. One of the aims of the EU at the Lisbon summit in 2000 was to increase the female employment rates by 2010. Through this conference, we aim to demonstrate the historical/sociological developments of the course of women in employment and the present situation. Starting from the global and regional level, we will proceed to the national level and analyze in depth the situation in Cyprus and examine how the Cypriot woman developed her social status throughout the years with a special focus on the domain of employment. In the light of the above, it's important to draw attention to a number of inequalities and gender discriminations that tend to appear in the working environment. Such inequalities are in salary, in roles of men and women and in the area of possibilities for promotion as well as other sectors. Cyprus, as an EU member-state, since 2004 has made many efforts to amend domestic law in order to comply with all relevant EU laws regarding gender equality and equal opportunities in employment. Although, there have been some major changes and developments in almost all working environments within Cyprus, women still have to go further with additional efforts in order to secure a safe and financially satisfactory status in employment, on the basis of a permanent position regarding their everyday needs. Women tend to face a negative treatment if they intent to or have just entered into the status of a mother. The EU has made several efforts in order to prevent employers from treating women-mothers or future mothers in a discriminatory way. During the conference we will try to approach the role of woman in employment from various aspects in order to explore the reasons of the existence of gender discrimination in this significant field. Moreover, we will present the professional or other nature sectors in which women according to the general opinion tend to be less or more interested. Through this conference we also aim to influence not just the governmental sector but also the citizens and social groups such as the employers, the employees, youth and other, in order to contribute in the general effort to change the mentality towards the acceptance of women in all sectors with equal options.

22) Developing an academic community approach to sexual harassment prevention (on-line presentation)

Mervi Heikkinen & Vappu Sunnari, Women's and Gender Studies, Faculty of Educational Sciences, University of Oulu, Finland

In Finland, during the past two decades gender equality work within universities has been conducted with the support of gender equality law and from the year 1995 it became an obligation. The first gender equality plan of the University of Oulu was published on 1997 and already then sexual harassment had been mentioned as one of the specific focus areas that need further consideration. By the year 2001 sexual harassment contact persons as well as gender equality contact persons were appointed to assist the victims of harassment.

According to the various studies carried out in a university context sexual harassment causes various consequences that represent the violation of the Human Rights. In addition to acute humiliation, some students who experience sexual harassment may give up their studies, research projects, career opportunities, or change academic discipline or a program because of the harassment. This provides a challenge to elaborate the sufficiency of the current sexual harassment policies. In this paper sexual harassment experiences reported to the gender equality contact persons will be reflected towards guidelines that Oulu University has produced for sexual harassment problem situations.

The data of the study consists of three sexual harassment cases reported by the gender equality contact persons and they are analyzed by using qualitative data analysis typical for case study. In these cases practical gender equality problems that gender equality contact persons encounter within academic community are elaborated. The results of this study emerge and diversify viewpoints on gender equality policies on academia and may be applied to further gender equality work within higher education.

23) Do social welfare provisions solidify stereotypical gender roles? Evidence from the European Social Survey

Marios Vryonides, European University Cyprus & Victoria Pavlou, Frederick University Cyprus

This paper will build on an earlier work by Pavlou, Tsaousis, Vryonides and Vitsilakis (2008) on attitudes towards gender roles. In that work the authors found distinctive patterns in the ways gender roles are perceived in contemporary Greek and Greek Cypriot societies. Gender role segregation had been a dominant feature of the Greek and Greek Cypriot societies in their traditional forms and in lots of ways these features are still present in these societies (Vryonides, 2007; Green & Vryonides, 2005, Vryonides, 2010). The work of Pavlou et al. (2008) revealed interesting results in relation to the effect of various demographic variables on gender role attitudes. Women for example were found to be more egalitarian in their attitudes than men a result consistent with findings from previous research and as McGhee et al. (2002) assert "this is accredited to women having more to gain socially, educationally, and vocationally by moving away from traditional sex role expectations and behaviors" (p.864). The proposed paper will address connected issues from a macro-sociological perspective. In particular it will examine how structural elements in the provision of social welfare relating to balancing the private and public social spheres are viewed by individuals and whether these provisions solidify or ameliorate gender inequalities. To this end it will analyze data from the Social Welfare module of the European Social Survey (2008) and will provide sociological interpretations.

24) Women in Greece: issues of social exclusion and social vulnerability. What Greek university students believe about women's position in the Greek society?

Helen Tsakiridou, Argyris Kyridis, Ifigenia Vamvakidou, University of Western Macedonia, Greece

Theoretical field: Women were ultimately beyond politics in nineteenth century Greece, by engaging with our very definitions of the terms politics, citizenship and public. Women's historic exclusion from political structures and processes is the result of multiple structural, functional and personal factors that vary in different social contexts across countries. Democracy has historically served men better than women. As a political system from the ancient Greece to the modern times of the 21st century, it has built on the public-private dichotomy and excluded women from citizenship (Bari, 2005). Marxists have long argued that a vital

part of the fight for women's liberation involves drawing women into the employed workforce (Engels, 1972).

The research: In the present study we investigate attitudes and beliefs of students according to gender equality and the position of women in Greek society today.

Methodology: A questionnaire of 16 items was used as the research tool, which was structured on three main axes: (a) Gender equality in Greece, (b) Women's social position and (c) Social and public reality of the gender equality in Greece. The sample of the study was consisted of 400 University students. Using the arguments of citizenship is a powerful way to bring about gender equality through focusing on people and how they interact with institutions.

Results indicate that students believe in gender equality. However, they recognize that, even today, there is a discrimination against women. In addition, they consider that women experience social exclusion and racism which creates social inequalities between men and women. Furthermore, they believe that the state has not done enough to protect the rights of women in the field of citizenship education.

Saturday, November 19th 2011
Parallel Session 3
(14:00-15:45)

Room 1 (A018)	
Theme: Bullying and aggressive behavior	
Author (s)	Article title
25) S. Orphanos (chair) & G. Anagnostou	Attitudes and Knowledge among pre-service teachers regarding bullying
26) I. Dimakos & Ch. Kaouri	Students' Self Perceptions of Bullying and Victimization in Greek Schools
27) J. Goriup & V. Šoba	Fear as violence upon students
28) N. Antoniadou & C. M. Kokkinos	A review of cyber-bullying research in Greece
Room 2 (A008)	
Theme: Educational system and students' human rights	
Author (s)	Article title
29) S. Valiandes (chair) & Y. Vassiliades	The Education road to fulfill Children's Human Rights through Cyprus New Curriculum: Thin line between theory and successful implementation
30) M. McSharry & M. Cusack	Irish Citizenship Education: Promoting Radical or Conservative Student Action?
31) S. Rone & M. Vidnere	The discrimination of the teacher's social status in Latvia – challenges and opportunities
32) A. Athanasopoulou	Are preschool children slaves of the educational system they are living with? An approach for their autonomy
Room 3 (A107)	
Theme: Disability, special educational needs and youth at risk	
Author (s)	Article title
33) S. Symeonidou (chair)	The portrayal of disability within children's literature
34) E. Bonchis, M. Secui, D. Birle & R. Stan	Children and adolescents at risk in the context of parents' serial work migration
35) A. Alevriadou & A. Koutselini	Individuals with Intellectual Disabilities in the Criminal Justice System: Educational and Gender issues
36) V. Lampropoulou & K. Hadjikakou	Human rights and deaf and hard of hearing children in Greece and in Cyprus

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28) N. Antoniadou & C. M. Kokkinos	A review of cyber-bullying research in Greece

25) Attitudes and Knowledge among pre-service teachers regarding bullying

Stelios Orphanos & Garifallos Anagnostou, School of Education, Frederick University, Cyprus

Bullying is an aggressive behavior during which a student is exposed repeatedly to negative actions carried out by other students. Bullying is a serious personal and educational problem which affects many children worldwide (Olweus, 2003). However, there is little research exploring the views of pre-service teachers who will be called upon to reduce the problem of bullying (Craig, Henderson, & Murphy, 2000; Nicolaides, Toda, & Smith, 2002). This study examined the perceptions of pre-service teachers regarding bullying. The sample consisted of 291 students enrolled in a university teacher preparation program in Cyprus. A questionnaire was administered to students in March of 2011 and students were asked about the importance, extent and factors (school and student related) associated with bullying. Students also evaluated their preparation with regard to being able to identify, prevent and deal with bullying situations. Data analysis (descriptive statistics and regression analysis) showed that: (a) students view bullying as a serious issue especially in high school, (b) teachers' personality, students' personality and nationality are the factors most related with bullying occurrence, (c) practice teaching has been the most helpful element in their preparation in terms of educating them about bullying and (d) students' perceptions about bullying are influenced by bullying experiences they had. The study has practical and research implications. Teacher preparation programs can be improved with the inclusion of courses on bullying and an emphasis on preparing students in dealing effectively with bullying situations. Future research should explore pre-service teachers' knowledge about bullying more deeply

26) Students' Self Perceptions of Bullying and Victimization in Greek Schools

Ioannis Dimakos & Christina Kaouri, Dept. of Elementary Education, University of Patras, Greece

The present study investigated the profile of bullies and victims of violent incidents at schools in Western Greece. Past studies have reflected on individual, family and school factors affecting students' bullying behaviour and victimisation (Andreou, 2004, Smith, Nika&Papasideri, 2004, Cook et al., 2010). In the present study, 332 middle-school (gymnasium) students completed a Likert-type questionnaire with items examining their involvement in bullying at school, attitude towards violence, their family, school and general social experiences. Results suggested gender and school class differences with boys being more violent than girls and older students being more aggressive than their younger peers. Regression analyses indicated five factors (*self-efficacy towards violent behaviours, observation of violence, age of students, lack of autonomy in the house, and family arguments*) that accounted for a significant portion of the students' bullying behaviour. With regards to the victim, regression analyses revealed seven factors (*family arguments, observation of violence, self-perceived anxiety, rejection of violent behaviours, autonomy in the house, bad experiences with teachers and low expectations from parents*) that accounted for a major portion of the students' self-

reported victimisation. Based on these results, bullies seem to lack authority at home and express anger for having negative family experiences. Therefore, they choose to adopt an aggressive, dominant role at school. Similarly, victims present themselves as anxious, experiencing problematic relationships with their parents and teachers. Intervention programs and further research could focus on the significant role played by families and schools in the prevention of bullying incidents.

27) Fear as violence upon students

Vilma Alina Šoba & Jana Goriup, University of Maribor, Slovenia

The author's discusses the experience of fear as a socially undesirable phenomenon in institutional education, which clearly affects the achievement of performance for the duration and completion of education. After the theoretical part of the analysis of different theories about experiencing the fear of authors from different scientific disciplines, noting that the causes of fear may be genetically determined, the result of socialization or the inability of inclusion and interaction of individuals in social situations, which the educational process that emphasizes requires. In this, like all actors in education are not equally sensitive and prone to developing a sense of fear and emotion, not experience the same fear in otherwise the same situations in the educational process. In the empirical part of the article outlines the connection between the presence of such fear and social environment, social status of individuals and their families, the quality of living standards, education of parents and role as an education. The author on the basis of theoretical considerations and empirical data obtained concluded that such fears as socially undesirable phenomenon, both positive and negative effects on performance in education, they may fear the light and the routine obligations of a positive impact on performance, while the fear of complex and unknown liabilities negative. That is confirmed by the respondents, indicating that the more timid individuals in situations in which to check their level and range of knowledge, experience more and more powerful fear, which certainly reduces their ability to solve the set obligations than those who experience such feelings Sun, or at least in lesser extent. However, by the author, experiencing fear in the educational process reduces the ability of the individual in situations of the examination, the lame natural willingness to learn to acquire knowledge and skills, reducing the creativity of individuals and cause (adverse) stress.

28) A review of cyber-bullying research in Greece

Nafsika Antoniadou & Constantinos M. Kokkinos, Democritus University of Thrace, Greece

Cyber bullying is a recently emerging type of violence, which has gained significant media and research attention due to its rapid prevalence, especially among adolescents and pre-adolescents. Although research across Europe and the US has been extensive, in Greece it's sparse and at an elementary level. Currently, Greece is classified among the "non- high degree of online risk" countries (including cyber bullying), since Greek youth does not use new technologies as much as youth from other countries (Hasebrink, Livingstone & Haddon, 2008). Nevertheless, Internet usage seems to grow rapidly each year. The present paper aimed to review existing Greek literature on cyber bullying experiences. The bibliographical research carried out for this purpose, included studies conducted between 2007 and 2010. Findings illustrate that to date; most of the data regarding cyber bullying in Greece are drawn from European- level research projects which provide only statistics regarding the prevalence of the incidences, but give no information regarding their correlates. On the other hand, most of the few national studies on the phenomenon are conducted on small and local samples or have not been published in scholarly papers. However, the sparse evidence suggests that cyber bullying in Greece has similar prevalence with traditional bullying incidences, it occurs mainly through cell phones and social network sites and affects mainly girls (Kapatzia & Syngollitou, 2007). In conclusion, cyber bullying research seems to be at a premature level in Greece, but it is a global issue that sooner or later should be addressed.

Room 2 (A008)	
Theme: Educational system and students' human rights	
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29) S. Valiandes (chair) & Y. Vassiliades	The Education road to fulfill Children's Human Rights through Cyprus New Curriculum: Thin line between theory and successful implementation
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31) S. Rone & M. Vidnere	The discrimination of the teacher's social status in Latvia – challenges and opportunities
32) A. Athanasopoulou	Are preschool children slaves of the educational system they are living with? An approach for their autonomy

29) The Education road to fulfill Children's Human Rights through Cyprus New Curriculum: Thin line between theory and successful implementation

Stavroula Valiandes & Yiannakis Vasiliades, Pedagogical Institute of Cyprus

In the context of the Cyprus educational reform in progress, the Cyprus curriculum reform comes to fulfill the promise for a democratic and humanistic school (Cyprus Educational Reform Committee, 2004; Curriculum Proem 2009). The Cyprus curriculum, like contemporary curricula of other countries, targets in preparing students becoming actively involved in social, political, cultural and economic aspects of life. Due to the Cyprus context and the continued Turkish occupancy of a big part of the island, new curriculum must ensure the development of a strong national identity and a fighting spirit in order to claim the compliance of their human rights.

The new curriculum seeks to the creation of a democratic school where all children attend irrespectively to any personal characteristics or differences from the majority of the children, in order to participate actively in a process of acquiring the necessary knowledge, skills and competences which characterize an educated person of the 21st century. Equality in all aspects of education as equal opportunities, equality in access to educational means, equality in participation constitutes the core of a democratic school that targets for all students to achieve the maximum according to their abilities.

Simultaneously, the Cyprus new curriculum seeks to the creation of a humanistic school that totally respects human dignity and the creation of a school where students can experience childhood and juvenile age, not as a particular period of exhausting and constant preparation for adult life but as one of the most creative and happy times of their lives. In a humanistic school all children can be included and no child is marginalized, stigmatized, left out or feeling unhappy due to its particularity or its personal characteristics.

The basic aim of this article is to present an outline of the new Cyprus Curriculum with emphasis on the aspects that insure children's rights through schooling and the educational system on the whole. Furthermore, there will be a discussion upon the thin line between successful implementation of the new curriculum and its theory, in order to fulfill its goals and really set the foundation of an educational framework where all students can learn and succeed in conditions of equity. The consideration of a successful implementation derives from the failure of a successful implementation of the previous curriculum, despite the fact that was characterized by UNESCO (1997) as "outstanding" considering its goals and its pedagogical practices. One of the main reasons of failure was the inconsistency between curriculum theory and everyday teaching practices. The question prompt in the case of New Cyprus curriculum is how and if this inconsistency will be overcome in order to promote and fulfill its promise ensuring and establishing Children's Human Rights through education.

30) Irish Citizenship Education: Promoting Radical or Conservative Student Action?

Majella McSharry and Mella Cusack, School of Education Studies, Dublin City University, Ireland

The Citizenship Education curriculum (Civic, Social and Political Education) in the Republic of Ireland actively promotes, and indeed assesses, students' active participation in society. However, the purpose of this participation is not necessarily to encourage students to campaign for change in the present but rather that 'students are given opportunities to engage in actions and develop skills that will contribute to their becoming active participatory citizens in later life' (NCCA (2005) CSPE Guidelines for Teachers, 59). This often gives rise to a culture of passive citizenship and a tendency to focus on 'action projects' that are safe and self-contained. This paper focuses on a number of case studies where projects carried out by a sample of teachers/students that may be considered 'radical'. In each case study students actively campaign for equality and social justice, on local or global human rights issues and in ways that may be considered controversial. It examines how the mainstream curriculum and school structures facilitate or impede this type of 'radical action'. Overall it is apparent that a teacher's decision to encourage students to engage in 'radical action' is met by both barriers and enabling factors. This paper examines how school values and ethos play a vital role in the definition and normalisation of 'radical action'. It reveals how relationships between teachers and students, school management and parents impact upon initial engagement in controversial action and explores how the partnerships between these groups are transformed through participation in such action.

31) The discrimination of the teacher's social status in Latvia – challenges and opportunities

Sandra Rone, Māra Vidnere, Riga Teacher Training and Educational Management Academy, Latvia

The topicality of the research: Latvia is a multinational country: due to the economically geographical situation and historical factors. The time of socially-political changes in Latvia can be characterized by an unreasonable length and socioeconomic breakdown. These processes are particularly sore to the education system. The aim of the research is to reveal the main contradict in the status of the work of the teacher and in the gender inequality.

The method of the research: Quantitative methods: elaborated social questionnaire „Determination of the teacher's status”. Statistic analysis methods: Qualitative method – causes of the teachers' discontentment and suggestions for raising the social significance of the teachers' work.

The basis of the research: teachers from gymnasiums and high schools – in total 84, -59,2% from Latvian and 48,8% from Russian-speaking schools.

The results of the research: discontentment with the teacher's work in Latvia; 79,1% of teachers in Latvian-speaking schools and 92,2 % of teachers in Russian-speaking schools consider that the wages of the work do not conform with the effort and work contributed.

Conclusions. Due to that reason women are supposed to take up a teacher's job that is not properly rewarded thus affecting men to ignore this occupation due to the low social prestige. The efforts put in the work do not comply with the wages: theses problems are not being solved in the country protractedly, thereby abasing the high values of the society and the efforts of the further development.

32) Are preschool children “slaves” of the educational system they are living with? An approach for their autonomy

Anna Athanasopoulou, University Paris 8, France

In modern societies, early socialization and autonomy, even at preschool ages, are a prerequisite for youngsters in order to disengage the career mothers (Buzyn, 2001). However, due to the fact that socialization has become the equivalent of “schooling” (Plaisance, 1986) and “good” students are those who conform to the class rules and participate in group activities, acting alone may appear suspicious. But, can children really become autonomous by conforming to the school program? Are they free to think and make their own choices or do they have to follow the needs and demands of others (teachers, peers)?

Being and acting alone is a basic psychobiological need of children (Buccholz, 1997). We suggest that voluntary isolation in the social environment of the school classroom leads to autonomy without its being a barrier to socialization. Performing a participant observation and interviewing teachers in kindergartens in Paris, France we show that kindergarten children isolate voluntarily -for a short period of time- from social activities with the perspective to act freely on their own. Encouraging their choices and offering them time and opportunities to isolate themselves helps their autonomy process.

Nevertheless, teachers believe that aloneness is a sign of depression or, even worse, disobedience to their authority and resistance to the educational system. Suffering an indirect violence through constant intrusion and demands of the curriculum, children are deprived of their freedom to take their time to develop and be original. On the contrary, they have become “slaves” of their education.

Room 3 (A107)	
Theme: Disability, special educational needs and youth at risk	
Author (s)	Article title
33) S. Symeonidou (chair)	The portrayal of disability within children's literature
34) E. Bonchis, M. Secui, D. Birle & R. Stan	Children and adolescents at risk in the context of parents' serial work migration
35) A. Alevriadou & A. Koutselini	Individuals with Intellectual Disabilities in the Criminal Justice System: Educational and Gender issues
36) V. Lampropoulou & K. Hadjikakou	Human rights and deaf and hard of hearing children in Greece and in Cyprus

33) The portrayal of disability within children's literature

Simoni Symeonidou, University of Cyprus

The issue of how disability is portrayed in children's literature is important as it may facilitate or hinder the understanding of disability as a human rights issue. This issue is particularly important for Greek speaking countries, such as Cyprus and Greece, as it is under-researched (Antoniou and Symeonidou, 2010). This paper outlines the findings of a study that explores the portrayal of disability within children's books written by Greek speaking authors. Findings suggest that disability is rarely presented in inclusive ways or as a human rights issue. On the contrary, disabled characters are generally portrayed as children who need to be accepted despite their impairment, which is perceived as a medical condition causing difficulties to the person and the family. Furthermore, discriminatory language and negative stereotypes are present in fairy tales where authors aim to construct a positive view towards disability. The findings are discussed alongside research about disability in English children's literature (i.e., Beckett, Ellison, Barrett and Shah, 2010; Matthews, 2009). The paper ends with a discussion about effective ways of employing children's literature in understanding disability as a human rights issue.

34) Children and adolescents at risk in the context of parents' serial work migration

Elena Bonchis, Monica-Liana Secui, Delia Birle, Rosana Stan, University of Oradea, Romania

The serial work migration constitutes an aspect associated to the political and economical changes which took place after 1990 in the Romanian society. This situation, in which at least one parent is temporarily absent from home being abroad in search for a job, constitutes a topic of interest for us because the statistics and the findings of the studies conducted on this issue indicate in some circumstances higher levels of emotional and behavioral problems for children and adolescents (Smith, Lalonde and Johnson, 2004). Taking into account the importance of the parent-child relationship (Rankin Williams et al., 2009; Raikes and Thompson, 2008), our paper investigates the internalizing and externalizing problems of children and adolescents in case of incomplete parenting condition. Two samples - one consisting of 36 children and 96 adolescents, aged between 9 and 17 years, in the condition of temporary separation, and the other of 54 children and 133 adolescents grown with both parents - completed a set of inventories designed to measure feelings of loneliness and depression, self-assessment of the relations with peers, and assertiveness. Both primary school teachers and form teachers evaluated/assessed the level of the behavioral problems of the children and adolescents included in the study. The results only partially sustain the hypotheses of the study, indicating higher levels of behavioral problems assessed by the teachers for children and adolescents in incomplete parenting condition and higher levels of loneliness of the adolescents separated from their parents, compared with the participants from regular families.

35) Individuals with Intellectual Disabilities in the Criminal Justice System: Educational and Gender Issues

Anastasia Alevriadou & Anthi Koutselini, University of Western Macedonia

The aim of this article is twofold: First, to examine the rights of ID persons for equality, when they encounter the criminal justice system, and second to propose educational and legal principles and measures that protect their human rights. The interface between the law and the disciplines relevant to intellectual disabilities (ID) is problematical. Definitional difficulties play a significant role in the problems experienced by the interdisciplinary workers of this area. Despite this, individuals with ID constitute a small, but nonetheless growing percentage of suspects/offenders within the criminal justice system. They are frequently used by other criminals to assist in law-breaking activities without understanding their involvement in a crime or the consequences of their involvement. Others unintentionally give "misunderstood responses" to officers, which increases their vulnerability to arrest, even if they committed no crime (Perske, 1991). Additionally, women with ID suffer dual discrimination, as women and as individuals with cognitive disabilities (Allen et al., 2001). On the other side, women offenders are an under investigated group. In general, education and training is vital if individuals with ID are going to receive equal justice and their human rights be respected. Children, adolescents and adults should learn about the possibility of meeting a police officer, how to protect their rights during encounters with police and how to speak up if they are being victimized (Denkowski&Denkowski, 1985). The advantages of research to the individuals with ID in contact to the criminal system are enormous, for the participants as well as their families and curators, and for the whole community.

36) Human rights and deaf and hard of hearing children in Greece and in Cyprus

Venetta Lampropoulou, University of Patras, Greece & Kika Hadjikakou, Ministry of Education and Culture, Cyprus

The Deaf community was an invisible part of the greater hearing society until very recently (Gleason, 1990). This was a result of the dominance of the clinical-pathological model that viewed deaf people from a medical perspective, as a group of people with a disability (hearing loss), that needed to be "normalized" within the hearing society. However, things began to change considerably in the mid-1960s, with a human rights movement that viewed the Deaf from a cultural perspective that recognized the culture and heritage of Deaf communities (Breivik, 1999; Higgins, 1980). The aim of this study was to explore whether or not the human rights of deaf and hard of hearing (d/hh) children are met in Greece and in Cyprus. It focuses on communication, education, and identity issues. For the purposes of this study four focus groups with d/hh children and with parents of d/hh were conducted; two in Greece and two in Cyprus. Interesting findings regarding the linguistic and cultural rights of d/hh children (e.g. through recognition of sign language and the establishment of bilingual programs) were brought out. Parents referred to their limited access to information on education and technology options, lack of mental health and welfare services specially designed for d/hh people, as well as to limited contacts with other parents of d/hh children and adult Deaf people. The findings of this study could be taken into consideration by people involved in deaf education, including service providers, educators, parents, and counselors.

Saturday, November 19th 2011
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(16:00-18:00)

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37) M. Apostolidou (chair)	Family Violence: The Cyprus Perspective
38) M. Lahe & D. Lahe	Some health and sociological aspects of violence and abuse of the elderly in the family
39) P. VazRebello, G. Franco-Borges & M. Vale-Dias	The multiple facets of parental rejection
40) Sl. Karkošková	Unnecessary prolongation of violence (Selected research findings and challenges coming from DAPHNE III - JLS/2008/CFP/DAP/2008-1 (Slovak perspective))
Room 2 (A008)/ Theme: Education, Gender and children's human rights	
41) L. Neophytou (chair) & S. Valiandes	Critical Literacy needs teachers as transformative leaders. Reflections on teacher training for the introduction of the (new) Greek- language curriculum in Cyprus
42) J. Koskela & T. Hanhela	No Fear no Education? Possibilities Behind Educational Conflicts
43) I. Kovalčíková & K. Fuchsová	Victimization with relation of the child's resilience - Selected research findings and challenges coming from DAPHNE III - JLS/2008/CFP/DAP/2008-1 (Slovak perspective)
44) M. Cardona, M. Uva, I. Piscalho & T. Tavares	The narratives produced by children or for the children in the work of gender's questions in the kindergarten and in the primary school
Room 3 (A107)/ Theme: Multilateral perspectives of violence	
45) M. Secui (chair), M. Danciu, A. Halmajan, A. Decsei-Radu, C. Bora & D. Roman	Children's exposure to community violence and their attitudes toward aggressive behavior
46) R. Eslami-Somea	Human Rights Education for the Elimination of Violence
47) I. Razgale	Identification of Peer Violence Cases at School
48) Gab. Mikulášková & P. Babinčák	Violence, child and husband in narrations of abused women – discourse analysis results (Selected research findings from DAPHNE III - JLS/2008/CFP/DAP/2008-1 (Slovak perspective))

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37) Family Violence: The Cyprus Perspective

Martha Apostolidou, Frederick University, Cyprus

Currently, increased publicity has raised awareness in the area of Domestic violence in Cyprus. More cases of such violence are being reported and a multi-disciplinary approach has led professionals in many areas to recognize that DV has consequences for every aspect of life, including the justice, education and workplace arenas (Apostolidou, 2008). In particular, it has serious implications on the health and well being of women and children and an immense impact on the health care system. Homicide and injury, mental illness, substance abuse and repetition of violence across generations indicate the range of health problems caused or related to DV (Krug, E.G. et al., eds., 2002). As regards to the identification and treatment of the consequences of abuse, because most victims (women and children) visit a health care provider for routine or emergency care, health care providers are often in the best position to identify abuse, treat the consequences and help victims escape abuse. As the single most important and most accessed institution in the lives of women the health care setting can provide a unique opportunity to intervene. In Cyprus, although there is an increase of domestic violence reported incidents (i.e. those that reach the police or social services) the rate of recognising / detecting such incidents by the health professionals is very low.

The purpose of this project was to identify attitudes of health professionals in relation to DV and develop training to raise their awareness and enable them to recognise:

- that DV is a public health problem
- their role in preventing DV and treating its consequences, and
- their role in identifying DV and responding appropriately to health needs of victims.

A training, that was purposely designed, was offered to health professionals. An evaluation after the training supported the original hypothesis that training of health professionals can contribute to the quality of the services offered to victims of DV.

38) Some health and sociological aspects of violence and abuse of the elderly in the family

Milica Lahe & Danijela Lahe, University of Maribor, Slovenia

Issues relating to violence and abuse against the elderly, have become, before all because more public sensitivity and continuous warnings of the state and non-state organizations, more actual topic, deserving all possible attention. Problems of violence and abuse of the elderly are presented. Beside the signs and types of violence, also recognition of the risk factors for occurring domestic violence and abuse of the elderly are pointed out. Different forms of violence and abuse prevention are presented, from the aspect of legislation, human rights and Slovene police. Empirical part gives quantitative research and its findings regarding scale

and structure of the domestic violence and abuse in the elderly, by the partner or relative, regarding different ways of dwelling. Data indicate that all types of violence and abuse are present all forms of dwelling, except dwelling with relatives, where sexual violence and abuse are not present. Physical and sexual violence and abuse are most often present in the households where the elderly live with their partner, but psychical violence and abuse is most often present in the joined household with relatives, and materialistic violence and abuse are most often present among elderly who live along.

39) The multiple facets of parental rejection

Piedade Vaz-Rebelo, Graciete Franco-Borges & Maria da Luz Vale-Dias, University of Coimbra, Portugal

The dimensions of parental rearing attitudes have been a matter of research for some time, given their importance on the child and adolescent development. Although there is a basic agreement about its structure, which includes a dimension of affect and one of control, there are still some unclear questions mainly related to its content and its relationship. The distinction between control and rejection, that may include constructs as severity or punishment, or the distinction between extreme autonomy and rejection, including constructs as negligence or ignoring, are examples of such open questions.

The aim of this study is to characterize the dimensions of parental rearing attitudes, in particular the dimension of parental rejection, identifying its constructs and analysing their relationships with other dimensions of parenting. The research was developed in a sample of 2440 Portuguese adolescents, and the instrument used was the Youth Perception Inventory, a short form of the Child Reports of Parent Behaviour Inventory (Schaefer, 1991). Data was analysed through the technique of factorial analysis and three factors were found. The first one revealed to be a bipolar factor and was named Acceptance/Rejection, since it revealed to be characterized mainly by child centeredness, positive involvement and hostility. The second factor, designated Psychological Control, was unipolar being mainly characterized by indirect control; yet, it included also some items related to enforcement and hostility. The third factor was also unipolar and was named Permissive Control as it was mainly related with lax discipline. Results are discussed addressing the interfaces between both parental rejection and control, both parental rejection and permissiveness.

40) Unnecessary prolongation of violence (Selected research findings and challenges coming from DAPHNE III JLS/2008/CFP/DAP/2008-1 (Slovak perspective)

Slávka Karkošková, University of Presov, Slovakia

The content of a paper is inspired by the findings gained within the realization of the research project DAPHNE JLS/2008/DAP3/AG/1157. Although the primary aim of this project is to investigate the consequences of exposure to spouse violence, particular research activities – namely interviewing maltreated women and qualitative analysis of these interviews (1) – help us to understand also the factors that contribute to prolongation of violence. Such factors can be divided into five categories: psychological, physical, social, economical and spiritual. The paper focuses on the last category, the spiritual or religious one because it gives rise to special ethical questions and huge confusion which inhibit a free decision making process. Qualitative analysis of narratives provided by victimized women (all of whom declared themselves to be Christians) shows us crucial religious beliefs due to which victims of family violence often hesitate to seek help in their suffering. Such beliefs have more to do with subjective interpretations of particular religious values (e.g. marriage vow, family, suffering or sacrifice) than with their objective meaning that is often analyzed in works of feminist theologians (2, 3).

Room 2 (A008) Theme: Education, Gender and children's human rights	
41) L. Neophytou (chair) & S. Valiandes	Critical Literacy needs teachers as transformative leaders. Reflections on teacher training for the introduction of the (new) Greek- language curriculum in Cyprus
42) J. Koskela & T. Hanhela	No Fear no Education? Possibilities Behind Educational Conflicts
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44) M. Cardona, M. Uva, I. Piscalho & T. Tavares	The narratives produced by children or for the children in the work of gender's questions in the kindergarten and in the primary school

41) Critical Literacy needs teachers as transformative leaders. Reflections on teacher training for the introduction of the (new) Greek- language curriculum in Cyprus

Lefkios Neophytou, University of Nicosia & Stavroula Valiandes, Pedagogical Institute of Cyprus, Cyprus

The new Curricula of Cyprus aspire to deliver a new ethos in teaching and learning that promotes the notion of «the humane and democratic school» and emphasizes the right of every child to succeed (MOEC, 2010). In this context, the new Greek language curriculum in Cyprus has been molded upon the notion of Critical literacy (CL). Echoing contemporary anxieties and trends that question traditional authorities and challenge the long-sanctioned narratives explaining what has been and what will be, CL lies at the heart of a new way of thinking and acting. Persons of all ages are rejecting mere acquiescence to tradition while struggling to name the relations of power and open spaces where they can be free (Greene, 1993).

Critical literacy (CL) is not however an instructional strategy or a lesson plan. It is a philosophical belief committed to a different worldview embodied in literacy education (Lee, 2011). As such, CL requires peoples' acceptance. Not just students but also teachers must first learn, understand and embrace the notion before applying its principles to their practice. This can only be done through a process of transformative leadership (Weiner, 2003) enabling teachers to become transformative leaders themselves. However, before being able to lead, teachers must be led. Teachers will become transformative leaders in their classrooms, as long as they were first students of transformative leaders. It is an ongoing process within a reciprocal relationship between the teacher and the learner, the leader and the led. Freire (1998) suggests an axiom that captures this kind of relationship: "Whoever teaches learns in the act of teaching, and whoever learns teaches in the act of learning" (p. 31).

Has this axiom been taken into consideration in the case of Cyprus? Do teachers in Cyprus learn about critical literacy in a process of transformative leadership? Our paper will attempt to answer these questions utilizing the testimonies of Sandra, a primary school teacher who attended the seminars and workshops organized for training teachers to use the new language curriculum. Focusing on the corner stones of CL originating from the seminal work of Paulo Freire (1993; 1998) we will examine if CL, as it has been introduced in teacher training in Cyprus, is consistent with the principles of its overarching philosophy: Problem posing in a cultural circle, collaborative and synergetic action, commitment to emancipation and praxis.

42) No Fear no Education? Possibilities Behind Educational Conflicts

Jani Koskela & Teemu Hanhela, University of Oulu, Finland

This paper aims to examine fear as a possibility but also as a threat behind everyday conflicts in educational situations. We argue that behind educational conflicts there might be present an aspect of fear of encountering. We approach this aspect through existential educational philosophy (Bolnow, 1955), and Axel Honneth's (1992; 2007) recognition theory where the forms of misrecognition give concrete tools for categorizing this fear. The negative feelings like fear in the recognition theory has an antagonistic nature:

they damage individual's self-relations while are necessary to invoke individual for struggle betterments. Thus fear can represent constructive element to collective identity development and a possible risk. Therefore the fear of encountering is a necessary 'assessment of what is being encountered'. We examine fear as a possibility for educative beginnings; how fear and conflicts could be considered as the elements of the identity formation in a discontinuous manner. The recognition theory helps to define fear as a theoretical tool which has significance to interpreting educational situations and the development of identity. The categories of misrecognition give practical ingredients to explaining and solving conflicts in educational situations where fear can be encountered collectively healthy manner. Fear as an educational concept is constituted by its nature as a concept of self-assessment and assessment of others.

43) Victimization with relation of the child's resilience - Selected research findings and challenges coming from DAPHNE III - JLS/2008/CFP/DAP/2008-1 (Slovak perspective)

Iveta Kovalcikova & Katarina Fuchsova, University of Presov, Slovakia

Research investigations address issues of importance to practitioners, policy makers and academics concerned with meeting the educational and developmental needs of children at the risk. Central focus is to improve opportunities for young children who live in disadvantaged circumstances. It does this by supporting the development of innovative field-based research in early childhood development, and by sharing experiences with as wide an audience as possible in order to influence policy and practice. Resilience is a basic human capacity, nascent in all children. Parents promote resilience in children through their actions, and the environment they provide. They encourage children to become increasingly autonomous, independent, responsible, empathic, and altruistic and to approach people and situations with hope, faith, and trust. They teach them how to communicate with others, solve problems, and successfully handle negative thoughts, feelings, and behaviors. The paper is focused on the research results related to 1. Child's internal, personal strengths - feelings, attitudes, and beliefs, 2. Child's social and interpersonal skills, 3. External supports and resources to develop the feelings of safety and security. The above mentioned factors influencing the child resilience development are analyzed with relation to the affect of child victimization.

44) The narratives produced by children or for the children in the work of gender's questions in the kindergarten and in the primary school

Maria João Cardona, Marta Uva, Isabel Piscalho & Teresa-Cláudia Tavares, Polytechnic Institute of Santarem – Higher School of Education, Portugal

This paper will present the work that a group of teachers from the Higher School of Education of Santarém/Portugal developed about gender and citizenship in the kindergarten and in the primary school. Our work on this subject proceeds on various levels of intervention such as

- a) teachers training, the topic is explicitly treated in a few specific units and at the time of the supervision of the stages;
- b) *in service* training of teachers
- c) Construction of different kinds and levels of teaching material.

In this paper we will focus the narratives produced by the children or for the children, especially in reference to children's literature books.

Room 3 (A107)	
Theme: Multilateral perspectives of violence	
45) M. Secui (chair), M. Danciu, A. Halmajan, A. Decsei-Radu, C. Bora & D. Roman	Children's exposure to community violence and their attitudes toward aggressive behavior
46) R. Eslami-Somea	Human Rights Education for the Elimination of Violence
47) I. Razgale	Identification of Peer Violence Cases at School
48) Gab. Mikulášková & P. Babinčák	Violence, child and husband in narrations of abused women – discourse analysis results (Selected research findings from DAPHNE III - JLS/2008/CFP/DAP/2008-1 (Slovak perspective))

45) Children's exposure to community violence and their attitudes toward aggressive behavior

Monica-Liana Secui, Daniela Roman, Carmen Bora, Alina Decsei-Radu, Angelica Halmajan & Magda Danciu, University of Oradea, Romania

The study investigates the relation between children's exposure to violence and their possible tolerant behaviour toward peer aggression. The participants were 123 children aged between 8 and 11 years old, from two primary schools, one from an urban area and the other one from a rural community. The assessment of the children's exposure to community violence was based on a questionnaire adapted from KID-SAVE (Flowers, Hastings and Kelly, 2000). The attitudes toward aggressive behaviour were measured through an instrument consisting in the presentation of several scenarios. The participants' task was to show the way they would behave were they in the place of the characters in the scenarios. The analysis took into account the variations associated to the participants' gender and age. The results confirm a relation existing between children's exposure to community violence and their tolerance toward aggression in the context of conflicts among members of the peer group. The findings are discussed in accordance to the long-term effects of children's exposure to violence (Thompson and Rippey Massat, 2005; Osofsky, 2003), presenting their implications for prevention and intervention.

46) Human Rights Education for the Elimination of Violence

Reza Eslami-Somea, Faculty of Law, Shahid Beheshti University, Tehran, Iran

This paper first discusses the concept of violence and its different forms and severity in society and family environment as well as the human rights education theories and methods. It also focuses on reasons behind violence, such as discrimination and inequality and also the cultural and religious aspects of violence in societies. The paper then argues that, in order to eliminate violence, human rights education plays a great role in providing proper education to children at school as well as to adults in general, and highlights the role of media, school, families and community services. It also discusses the content of education at schools and communities that needs to be directed towards equality and non-violence.

The paper finally concludes that a meaningful and fundamental elimination of violence in any given society needs a human rights approach in educational programs as well as sustainable development policy in practice so that there exists no ground for violence neither in family nor in society.

47) Identification of Peer Violence Cases at School

Ilvija Razgale, Rīga Stradiņš University, Latvia

Peer violence in Latvian schools is a common phenomenon. Although statistics on violence/bullying among children in the country is incomplete, the commonly registered cases make us conclude, that peer violence is becoming a serious problem. Single studies give the evidence that 78% of surveyed children have been confronted with violence. 41% of the respondents, in their turn, have pointed to the fact, that they have always got help when asked, but 24% have not got help at all. We learn about the violence mostly when the

situations become hard to control and are threatening the children psychologically and physically. Despite the fact that the incidence of children violence clearly points to the problem in Latvia's schools, its solution has not been paid sufficient attention.

Assumption: professionals – teachers, social pedagogues, school psychologists, etc. do not pay serious attention, or they simply lack competences in order to interfere into the communication problems. Aim: to find out the professionals' competence and attitude in identification and solution of cases of violence. Methods: observation, case studies, questionnaire.

Results: 60% children have stated that they have been abused by their peers, 34% children, by revealing this fact to the grown-ups (parents or professionals), have experienced that no action had been undertaken to prevent the violence, 19% say *that something had been done, but bullying continued, on the other hand, 5% say – that something had been done, but it only worsened the situation.*

Conclusions: Violence among peers has acquired new forms, which the grown-ups do not recognize like violence or manifestations of abuse. Professionals are not competent enough in identifying and solving peer violence. Despite the need for education of professionals on issues of violence, in majority of cases their attitude is negative and not showing any interest.

48) Violence, child and husband in narrations of abused women – discourse analysis results (Selected research findings from DAPHNE III - JLS/2008/CFP/DAP/2008-1 (Slovak perspective))

Gabriela Mikulášková & Peter Babinčák, University of Presov, Slovakia

The study presents the results of a discourse analysis of rewritten interviews with 30 women who were the victims of domestic violence with a child as a witness. In the women's discourses on violence, the role of psychological violence is stressed – humiliation, undervaluation, and isolation. The women's discourses on violence emphasise especially those manifestations of a man which jeopardize their gender role. The women present the aggressor as a person with unpredictable and irrational behaviour, with tendencies towards alcoholism and with a history of abuse in his primary family. The women's discourses present the child as not very self-confident, introverted, and having worse school results. The main finding is the discrepancy in presentation of a woman as a mother and as a wife. The women present their failure in the role of a partner but present their role of a mother as positively mastered.

Paper Submission for Publication

The Proceedings of the Conference will be published in a special edition / book, after peer-review evaluation. Authors are requested to submit their full paper (maximum length 5000 words, everything including) along with a short bio (for each author) by the:

15th of February 2012

Authors will be provided with writing and formatting instructions in due course (after the conference).

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Cardona João Maria	Polytechnic Institute of Santarem – Higher School of Education, <i>Portugal</i>	a. The role of the conflict resolution in the work of gender's questions in the kindergarten and in the primary school b. The narratives produced by children or for the children in the work of gender's questions in the kindergarten and in the primary school	9 28	mjoao.cardona@ese.ipsantarem.pt
Chistolini Sandra	University of Roma Tre, <i>Italy</i>	Analysis of woman's awareness of the harmful effect caused to her child exposed to violence	2	sandra.chistolini@uniroma3.it
Christophides Marina	World Federation of UNESCO Clubs, Centres and Associations (WFUCA), <i>Cyprus</i>	Gender Equality in employment: the Cypriot woman	13	marina.christophides@gmail.com
Cusack Mella	Trócaire/CDVEC Curriculum Development Unit, <i>Ireland</i>	Irish Citizenship Education: Promoting Radical or Conservative Student Action?	20	
Danciu Magda	University of Oradea, <i>Romania</i>	a. Women victims of domestic violence: mothering experiences b. Children's exposure to community violence and their attitudes toward aggressive behavior	3 29	magda_danciu@yahoo.com
Decsei-Radu Alina	University of Oradea, <i>Romania</i>	a. Women victims of domestic violence: mothering experiences b. Children's exposure to community violence and their attitudes toward aggressive behavior	3 29	decsei_radu_alina@yahoo.com
Dimakos Ioannis	University of Patras, Dept. of Elementary Education, <i>Greece</i>	Students' Self Perceptions of Bullying and Victimization in Greek Schools	17	idimakos@upatras.gr
Eslami-Somea Reza	Faculty of Law, Shahid Beheshti University, Tehran, <i>Iran.</i>	Human Rights Education for the Elimination of Violence	29	somea1@yahoo.com
Franco-Borges Graciete	University of Coimbra, <i>Portugal</i>	a. Parental acceptance-rejection and social support affordance: Implications for family violence prevention b. The multiple facets of parental rejection	11 26	francoborges@fpce.uc.pt
Fuchsová Katarina	University of Presov, <i>Slovakia</i>	Victimization with relation of the child's resilience - Selected research findings and challenges coming from DAPHNE III - JLS/2008/CFP/DAP/2008-1	28	fuchsova@unipo.sk

		(Slovak perspective)		
Goriup Jana	University of Maribor, Faculty of Arts, <i>Slovenia</i>	a. Some sociological aspects of child's neglect as violence in family life b. Fear as violence upon students	11 18	jana.goriup@uni-mb.si
Hadjikakou Kika	Ministry of Education and Culture, <i>Cyprus</i>	Human rights and deaf and hard of hearing children in Greece and in Cyprus	23	kikaha@cytanet.com.cy
Hadjistephanou Clea	University of Cyprus, <i>Cyprus</i>	Olympic Ideals against Youth Violence	10	clea@ucy.ac.cy cleapapaellina@cytanet.com.cy
Hălmăjan Angelica	University of Oradea, <i>Romania</i>	a. Women victims of domestic violence: mothering experiences b. Children's exposure to community violence and their attitudes toward aggressive behavior	3 29	angelica_brihan@yahoo.fr abrihan@uoradea.ro
Hanhela Teemu	University of Oulu, <i>Finland</i>	No Fear no Education? Possibilities Behind Educational Conflicts	27	teemu.hanhela@oulu.fi
Heikkinen Mervi	University of Oulu, Faculty of Educational Sciences, <i>Finland</i>	Developing an academic community approach to sexual harassment prevention	14	mervi.heikinnen@oulu.fi
Kafaloukou Konstantina	University of Athens, <i>Greece</i>	Bullying in multicultural school context before and after an intervention DAPHNE programme in Greece	4	
Kaili Christina	Mediterranean Institute of Gender Studies, <i>Cyprus</i>	Poverty, Social Exclusion and the Gaps in the Domestic Violence Victim Support System	12	christina@medinstgenderstudies.org
Kalerante Evaggelia	University of Western Macedonia, <i>Greece</i>	Overt and overt Violence against Kindergarten Girls: Manifestation and apparent Inurnment	10	ekalerante@uowm.gr ekalerante@yahoo.gr
Kaloyirou Chrystalla	University of Ioannina, <i>Greece</i>	School bullying and ethnic diversity: a socially constructive approach	6	chrykalo@spidernet.com.cy
Kaouri Christina	University of Patras, Dept. of Elementary Education, <i>Greece</i>	Students' Self Perceptions of Bullying and Victimization in Greek Schools	17	ckaouri@upatras.gr
Karkošková Slávka	University of Presov, <i>Slovakia</i>	Unnecessary prolongation of violence (Selected research findings and challenges coming from DAPHNE III JLS/2008/CFP/DAP/2008-1 (Slovak perspective)	26	ascend@azet.sk karkoskova@ismpo.sk
Kokkinos Constantinos	Democritus University of Thrace, <i>Greece</i>	A review of cyber-bullying research in Greece	18	kkokkino@eled.duth.gr
Kolnik Karmen	University of Maribor, Faculty of Arts, <i>Slovenia</i>	Native speaking language as children's right in geography classes in Slovenians schools	7	Karmen.kolnik@uni-mb.si
Kontopoulou, A.	University of Western Macedonia, <i>Greece</i>	Overt and overt Violence against Kindergarten Girls: Manifestation and apparent Inurnment	10	
Koskela Jani	University of Oulu,	No Fear no Education?	27	jani.koskela@oulu.fi

	<i>Finland</i>	Possibilities Behind Educational Conflicts		
Koutselini Anthi	University of Western Macedonia, <i>Greece</i>	Individuals with Intellectual Disabilities in the Criminal Justice System: Educational and Gender issues	23	anthik31@hotmail.com
Kovalčíková Iveta	University of Presov, <i>Slovakia</i>	Victimization with relation of the child's resilience - Selected research findings and challenges coming from DAPHNE III - JLS/2008/CFP/DAP/2008-1 (Slovak perspective)	28	kovalci0@unipo.sk
Kyridis Argyris	University of Western Macedonia, <i>Greece</i>	Women in Greece: issues of social exclusion and social vulnerability. What Greek university students believe about women's position in the Greek society?	14	akiridis@uowm.gr
Lahe Danijela	University of Maribor, <i>Slovenia</i>	Some health and sociological aspects of violence and abuse of the elderly in the family	25	
Lahe Milica	University of Maribor, <i>Slovenia</i>	Some health and sociological aspects of violence and abuse of the elderly in the family	25	milica.lahe@uni-mb.si
Lampropoulou Venetta	University of Patras, <i>Greece</i>	Human rights and deaf and hard of hearing children in Greece and in Cyprus	23	v.lampropoulou@upatras.gr
McSharry Majella	Dublin City University, School of Education Studies, <i>Ireland</i>	Irish Citizenship Education: Promoting Radical or Conservative Student Action?	20	majella.mcsharry@dcu.ie
Mikulášková Gabriela	University of Presov, <i>Slovakia</i>	Violence, child and husband in narrations of abused women – discourse analysis results (Selected research findings from DAPHNE III - JLS/2008/CFP/DAP/2008-1 (Slovak perspective)	30	mikulaskova@gmail.com
Neophytou Lefkios	University of Nicosia, <i>Cyprus</i>	Critical Literacy needs teachers as transformative leaders. Reflections on teacher training for the introduction of the (new) Greek- language curriculum in Cyprus	27	neophytou.l@unic.ac.cy
Nikolaou Giorgos	University of Ioannina, <i>Greece</i>	School bullying and ethnic diversity: a socially constructive approach	6	gnikolau@uoi.gr
Ntinas, Konstantinos	University of Western Macedonia, <i>Greece</i>	Overt and overt Violence against Kindergarten Girls: Manifestation and apparent Inurnment	10	kdinas@uowm.gr
Oliveira Patrícia	University of Coimbra, <i>Portugal</i>	Parental acceptance-rejection and social support affordance: Implications for family violence prevention	11	
Orphanos Stelios	Frederick University, School of Education <i>Cyprus</i>	a. Bullying in Physical Education: What do pre-service teachers think? b. Attitudes and Knowledge	4 17	pre.os@fit.ac.cy stelios.orphanos@gmail.com

		among pre-service teachers regarding bullying		
Pampaka Theophano	World Federation of UNESCO Clubs, Centres and Associations (WFUCA), <i>Cyprus</i>	Gender Equality in employment: the Cypriot woman	13	wfuca.tp@gmail.com
Panagakou Stamatoula	University of Cyprus, Department of Social and Political Sciences, <i>Cyprus</i>	J. S. Mill on women's empowerment, human development and progress: Some reflections on the subjection of women	3	panagakou.stamatoula@ucy.ac.cy
Papadatos Yiannis	University of Athens, <i>Greece</i>	Bullying in multicultural school context before and after an intervention DAPHNE programme in Greece	4	
Papadatou-Pastou Marietta	University of Athens, <i>Greece</i>	Bullying in multicultural school context before and after an intervention DAPHNE programme in Greece	4	
Papadopoulou Penelope	University of Western Macedonia, <i>Greece</i>	Overt and overt Violence against Kindergarten Girls: Manifestation and apparent Inurnment	10	ppapadopoulou@uowm.gr
Papastylianou Antonia	Democritus University of Thrace, <i>Greece</i>	Bullying in multicultural school context before and after an intervention DAPHNE programme in Greece	4	papastd@gmail.com apapast@socadm.duth.gr
Pavlou Mikaella	University of Ioannina, <i>Greece</i>	School bullying and ethnic diversity: a socially constructive approach	6	
Pavlou Victoria	Frederick University, <i>Cyprus</i>	Do social welfare provisions solidify stereotypical gender roles? Evidence from the European Social Survey	14	pre.pv@fit.ac.cy
Phedonos Phedi	University of Cyprus, <i>Cyprus</i>	Child's self-efficacy and anxious emotional status as contributors to bullying and victimization: Bullies, victims and bully/victims profiles	5	phedonos.phedi@ucy.ac.cy
Piscalho Isabel	Polytechnic Institute of Santarem – Higher School of Education, <i>Portugal</i>	a. The role of the conflict resolution in the work of gender's questions in the kindergarten and in the primary school b. The narratives produced by children or for the children in the work of gender's questions in the kindergarten and in the primary school	9 28	isabel.pischalho@ese.ipsantarem.pt
Razgale Ilvija	Rīga Stradiņš University, <i>Latvia</i>	Identification of Peer Violence Cases at School	29	ilvijarazgale@inbox.lv
Roman Daniela	University of Oradea, <i>Romania</i>	a. Women victims of domestic violence: mothering experiences b. Children's exposure to community violence and their attitudes toward aggressive behavior	3 29	daniela13_roman@yahoo.com
Rone Sandra	Riga Teacher Training	The discrimination of the	20	sandrarone@yahoo.com

	and Educational Management Academy, <i>Latvia</i>	teacher's social status in Latvia – challenges and opportunities		
Secui Monica	University of Oradea, <i>Romania</i>	a. Women victims of domestic violence: mothering experiences b. Children and adolescents at risk in the context of parents' serial work migration c. Children's exposure to community violence and their attitudes toward aggressive behavior	3 22 29	monlias@yahoo.com msecui@uoradea.ro
Smirnova Marika	Riga Stradiņš University, <i>Latvia</i>	Women working in prostitution experienced violence	2	marika.smirnova@gmail.com
Šoba Vilma Alina	University of Maribor, <i>Slovenia</i>	Fear as violence upon students	18	vilma.alina.soba@mfdps.si
Spyropoulou Antonia	University of Ioannina, <i>Greece</i>	School bullying and ethnic diversity: a socially constructive approach	6	toniasp@cyearn.pi.ac.cy
Stan Rosana	University of Oradea, <i>Romania</i>	Children and adolescents at risk in the context of parents' serial work migration	22	rosana_stan@yahoo.com
Sunnari Vappu	University of Oulu, Faculty of Educational Sciences, <i>Finland</i>	Developing an academic community approach to sexual harassment prevention	14	vappu.sunnari@oulu.fi
Symeonidou Simoni	University of Cyprus, <i>Cyprus</i>	The portrayal of disability within children's literature	22	symeonidou.simoni@ucy.ac.cy
Symeou Loizos	Department of Education Sciences, European University Cyprus, <i>Cyprus</i>	"Nobody knows us. Nobody asked us what we need." The Social and Educational Marginalization of Roma in Cyprus	7	loizossymeou@hotmail.com L.Symeou@euc.ac.cy
Tafner Georg	University of Graz, Department for Business Education and Development, <i>Austria</i>	The Islamic scarf and the veiled fight for the European identity: pedagogical considerations on the edge of violence	6	georg.tafner@uni-graz.at
Tavares Teresa-Cláudia	Polytechnic Institute of Santarem – Higher School of Education, <i>Portugal</i>	a. The role of the conflict resolution in the work of gender's questions in the kindergarten and in the primary school b. The narratives produced by children or for the children in the work of gender's questions in the kindergarten and in the primary school	9 28	tc.tavares@ese.ipsantarem.pt
Teixeira Madalena	Polytechnic Institute of Santarem – Higher School of Education, University of Lisbon – Center for English Studies, <i>Portugal</i>	Bullying and Multimodality: from text to image – elementary schools' children representations	5	madalena.dt@gmail.com
Tsakiridou Helen	University of Western Macedonia, <i>Greece</i>	Women in Greece: issues of social exclusion and social vulnerability. What Greek university students believe about women's position in the	14	etsakir@uowm.gr

		Greek society?		
Uva Marta	Polytechnic Institute of Santarem – Higher School of Education, <i>Portugal</i>	a. The role of the conflict resolution in the work of gender’s questions in the kindergarten and in the primary school b. The narratives produced by children or for the children in the work of gender’s questions in the kindergarten and in the primary school	9 28	marta.uva@ese.ipsantarem.pt
Vale-Dias Maria da Luz	University of Coimbra, <i>Portugal</i>	a. Parental acceptance-rejection and social support affordance: Implications for family violence prevention b. The multiple facets of parental rejection	11 26	valedias@fpce.uc.pt
Valiandes Stavroula	Pedagogical Institute of Cyprus, <i>Cyprus</i>	a. The Education road to fulfill Children’s Human Rights through Cyprus New Curriculum: Thin line between theory and successful implementation b. Critical Literacy needs teachers as transformative leaders. Reflections on teacher training for the introduction of the (new) Greek- language curriculum in Cyprus.	19 27	stavroula@valiandes.com
Vamvakidou Ifigenia	University of Western Macedonia, <i>Greece</i>	Women in Greece: issues of social exclusion and social vulnerability. What Greek university students believe about women’s position in the Greek society?	14	ibambak@uowm.gr
Vassiliades Yiannakis	Pedagogical Institute of Cyprus, <i>Cyprus</i>	The Education road to fulfill Children’s Human Rights through Cyprus New Curriculum: Thin line between theory and successful implementation	19	yiannakis.vassiliades@cytanet.com.cy
Vaz-Rebelo Piedade	University of Coimbra, <i>Portugal</i>	a. Parental acceptance-rejection and social support affordance: Implications for family violence prevention b. The multiple facets of parental rejection	11 26	pvaz@mat.uc.pt
Vidnere Māra	Riga Teacher Training and Educational Management Academy, <i>Latvia</i>	The discrimination of the teacher’s social status in Latvia – challenges and opportunities	20	
Vryonides Marios	European University, <i>Cyprus</i>	Do social welfare provisions solidify stereotypical gender roles? Evidence from the European Social Survey	14	m.vryonides@euc.ac.cy