



ISSN 1961-9367

ISSN en ligne 2261-348X

## Toward a re-contextualization of the image of the “other” in the Balkans: educational policies and practices

**Catherine Dimitriadou**

University of Western Macedonia, Greece

catherine.dimitriadou@gmail.com

### Vers une re-contextualisation de l’image de l’ “Autre” dans les Balkans : des politiques et des pratiques éducatives

#### Résumé

La cohésion sociale en Europe du Sud-est dépend en grande partie d’une variété de paramètres qui influencent la représentation des gens vis-à-vis de l’image de l’ « autre » dans le contexte multiculturel des pays des Balkans. Cet article vise à présenter une série de politiques et de pratiques exemplaires qui ont été développées au cours des vingt dernières années dans le domaine scientifique de l’éducation interculturelle dans le but de promouvoir des valeurs comme la réconciliation, la reconnaissance, la compréhension et la confiance mutuelle entre les différentes cultures et perspectives dans les pays des Balkans. Toutes ces initiatives pourraient être classées selon cinq axes : (a) la création d’organisations scientifiques, (b) la recherche pédagogique concernant les programmes et les manuels d’enseignement scolaire, (c) les interventions pédagogiques, (d) les projets nationaux ou internationaux et (e) les conférences internationales dans la région des Balkans. Les exemples susmentionnés définissent un cadre pour la recontextualisation du concept de l’ « autre » afin d’éliminer les stéréotypes et les préjugés, de promouvoir la tolérance, l’ouverture d’esprit et le respect envers les autres, les droits de l’homme et la démocratie. De plus, ils peuvent servir d’exemples pour des suggestions ou des initiatives supplémentaires qui combleraient les asymétries linguistiques dans la région des Balkans.

**Mots-clés :** l’image de l’Autre, Balkans, éducation interculturelle

#### Abstract

Social cohesion in Southeastern Europe relies to a considerable degree on a variety of parameters that influence people’s representations for the image of the “other” in the multicultural context of Balkan countries. This article aims at presenting a sequence of exemplar policies and practices that have been developed in the last 20 years within the scientific field of intercultural education in order to promote values such as reconciliation, acknowledgement, understanding and mutual trust between different cultures and perspectives in Balkan countries. These initiatives can be classified according to five axes: (a) the foundation of scientific corporations (b) educational research on school curricula and textbooks, (c) educational

interventions, (d) national or international projects, and (e) international conferences in the area of Balkan countries. These examples define a framework for the re-contextualization of the concept of the “other” by overcoming stereotypes and prejudices and by promoting tolerance, openness to and respect for others, human rights and democracy; moreover, they can serve as examples for propositions or further initiatives that could potentially bridge the linguistic asymmetries in the area of the Balkans.

**Keywords:** the image of the “other”, Balkan countries, intercultural education

## Introduction

The neighborhood of the world we live in has been burdened with nationalism, conflict and terror balances since the 19th century. The present and the future depends on the effort of the people living in the Balkans to build or redefine their relations according to the principles of good neighborliness, mutual respect and peaceful settlement of their differences, which occur due to historical, political and economic reasons (Murgescu, 2001). To this end, the role of education is crucial, since, to a large extent, the image of the “other” as a social subject is formed through it (Roussakis, Matsagouras, 2000). This paper aims at presenting a sequence of exemplar educational policies and practices that have been developed in the last 20 years, which contribute to reconciliation, acknowledgement, understanding and mutual trust between different cultures and perspectives in Southeastern Europe. This can be achieved -among other initiatives- through the promotion of a positive aspect of the representation of the “other” in the multicultural context of education in Balkan countries (Xochellis, 2000: 27-30).

## The multicultural context of Balkan countries

The globalization of markets and the expansion of supranational institutions, at the dawn of the third millennium, are nowadays the key factors shaping the current developments in the social, political, economic and cultural level. At the same time, the liquidity existing in societies creates endless upheavals and transformations in all areas. On the other hand, pluralism and the increasing mobility of ideas, information, innovation, people and objects lead the sciences of society and human to the need of redefining the concept of otherness and identity, as are identified in the concept of the other. All this applies to the Balkan region, which since the 19th century reflects a history of violence, confrontation and conflict. However, the historical, political and socio-economic differences signaled by geographical boundaries may be weakened due to the pervasive cultural syncretism of the region; this helps to develop collaborative actions and research approaches

that go beyond the traditional ethnocentrism, to the benefit of a society of peace and solidarity (Dimitriadou, 2004: 26-30).

### **The meaning of “other” in social sciences**

The concept of diversity in the social sciences area has been studied in recent decades by using a variety of methodological tools; this is the case because the aforementioned concept is constantly revised and reviewed because of the liquidity characterising the wider social and political developments. The concept of diversity is a social and historical construction that may refer either to the remote other or to the nearby other, where gender, socio-economic class, origin, age, professional and educational situation creates a distinction between themselves and others. The other is substantiated only through the relationship with oneself, and therefore the concept of otherness is compiled in relation to the concept of identity. The relationship between diversity and identity is created through power processes enrolled in social subjects through learning, practice and integration. Moreover, they correspond to values and stereotypical information existing in the relevant culture (Kyriakakis, Michailidou, 2006: 9-11).

A social scientist’s duty is to consider and highlight the historical, political, economic and ideological conditions that produce and reproduce otherness. Such an effort is based both on scientific and personal motivation, since it stems from a personal need of a researcher to exceed the classifications that integrate the culture to which he belongs (Kyriakakis & Michailidou, 2006: 24). This text focuses on the way in which a series of decisions, partnerships, programmes, research initiatives and practices in education can play a role for the re-contextualization of the image of the other in Balkan countries, thus contributing to the coexistence and cooperation between neighbouring populations (Moutsios, 2005).

### **Educational initiatives for bridging the asymmetry of language**

The image of the Balkans in European schools has many facets. On the one hand it refers to the proximity between the ethnic groups, the variety of cultures and religions and the interaction between them and on the other it refers to facts of a constant warfare: the murderous attack in Sarajevo in 1914, the resistance in Yugoslavia and Greece during the second World war and the war in the former Yugoslavia are some of them (Höpken, 2000: 31-32). The importance of improving the image of the other in the Balkan region is of particular significance in the modern context, because of the phenomena of violence, xenophobia, religious fanaticism, nationalist sentiment and racism, which are observed not only in the Balkans but also throughout all European countries.

The history of conflicts in the Balkans, which in the textbooks of European countries corresponds to the core of stereotypes for this part of Europe (Höpken, 2000: 32), entered the science of Pedagogy with the phenomenon of “balkanization”. The term is used metaphorically to mark the demarcation existing among the teachers of a school into competitive groups, thus creating cracks in the cohesion of the whole and flowing into isolationism and individualism in teacher cultures (Hargraves, 1995). As a result, every effort for a common vision and cooperation to be found fails, while the formation of a joint and creative school culture seems to be impossible (Dimitriadou, 2016: 294).

In the last 20 years a sequence of educational policies and practices have been implemented in the Balkans aiming at a re-contextualization of the image of the “other”, so that the management of cultural diversity can be in congruence with the principles of Intercultural Education (Essinger, 1991). Within this frame, and based on mutual concern for progress and development in the Balkan region, these initiatives could be classified according to five axes: (a) the foundation of scientific corporations (b) educational research on school curricula and textbooks, (c) educational interventions, (d) national or international projects, and (e) international conferences in the area of Balkan countries.

### **Scientific corporations**

Aiming at the development of initiatives for promoting the common cultural features arising out of the cultural past of the Balkan Peninsula countries, in 1997 a scientific corporation was founded in Thessaloniki (European Capital of Culture that year), entitled the Balkan Society for Pedagogy and Education (BASOPED) (Terzis, 2008). The aims of the Society were in line with the purposes served by the organizations and institutes for educational research in the Balkan countries, namely: to a constructive approach to the unresolved problems in the spheres of education and culture; to strengthen the role of education in the framework of human and social development; to develop processes of mutual exchange of information at all levels between the Balkan nations; to carry out research projects and studies; to support initiatives for common educational action by the authorities in charge of educational policy and agents of social action in the area.

In pursuing these objectives, the BASOPED included member-citizens engaged in education, politics, art, science and research, the printed and electronic press, and religious leaders who came from Pedagogical Societies, centers or Pedagogical Institutes and Educational Research of the Balkan countries. During 1999 - 2015 BASOPED organized a total of seventeen International Conferences concerning the

field of education in Thessaloniki, Istanbul, Ochrid, Sofia, Belgrade, Bucharest, Konya and Varna. The proceedings published from these meetings exceed 7000 pages of scientific text.

### **Educational research on school curricula and textbooks**

The cultivation of attitudes and values, the adoption of behavioral patterns and communication between individuals, social groups and peoples largely depends on parameters of the educational systems, such as school textbooks and school programs, instructional practice guidelines, electronic media and school culture in general. School textbooks, more particularly, significantly affect school teaching and socializing, but they are not written in a social or cultural vacuum; since they follow traditions of national historiography or intertextual relationship with other documents, they do not influence the formation of concepts such as national identity, school historical knowledge and historiographical patterns that lead to discrimination between the national self and the national other (Konstantinidou, 2000: 375-376).

The image of the “other” as presented in textbooks contributes to shaping the self-image and the national identity of a population; moreover, it serves as a significant determinant of the relationship and the quality of coexistence and cooperation between populations (Xochellis, 2000: 28-29). Thus, research on the image of the “other” in textbooks sheds light on the ways in which the national identity of people is formed, and the ways it influences the coexistence and cooperation between peoples, especially if they are neighbours.

Particularly in the geographical region of the Balkans, to identify and neutralize prejudices between peoples and social groups or minorities which are generated and transmitted through textbooks to students is an important research target, having a highly seasonable character. To this end, a two-year research project was developed at Aristotle University Thessaloniki, Greece, aimed to analyze the Mother Language and History textbooks of Balkan countries. The project was jointly organized by the Research Center of School Books and Intercultural Education, the Georg-Eckert-Institut für Internationale Schulbuchforschung of Braunschweig, the Centre of UNESCO in Thessaloniki, the Balkan Society for Pedagogy and Education, as well as the Goethe Institut, situated in Thessaloniki.

The project target was to eliminate prejudices and overcome the ethnocentric perception in textbooks of the Balkan countries with a view to fostering a peace-loving and human-perception, while stimulating the national consciousness of students and future citizens (Xochellis, 1995). The conclusions of the survey

highlighted the need for changes to the textbooks, which should cover not only the content of texts, but also the structure and narrative at microlevel (e.g. the use of the passive voice, the third person, and the naming process) (Konstantinidou, 2000).

### **Educational interventions**

Education in the Balkans should give priority to intercultural education. Teachers should have opportunities to enrich their instruction with subject-matters and methods which permit students to mutually influence each other, to demonstrate their individual talents and to develop various interpretations of the world. Moreover, they should take the linguistic and socio-cultural particularities arising in the classroom into serious consideration, so as to bring to the fore the values of differentiation, creativity and heterogeneity as opposed to homogeneity, ethnocentric narcissism and fear of the different (Dimitriadou, Efstathiou, 2012).

In accordance with the above, the Project “Education of immigrant and repatriate students”<sup>1</sup> was developed by Aristotle University of Thessaloniki (2007-2013) including a variety of innovative educational and research approaches. The Action Mother Language Teaching, particularly, aimed to address and fill the institutional gap regarding the preservation and reinforcement of immigrant children from Albania and the ex-Soviet Union, which were the origin countries of a big percentage of foreign and repatriate students in Greece in those years<sup>2</sup>. The Program took the initiative to employ teachers of Albanian and Russian language and to provide them with educational material in order to teach immigrants their mother language in selected schools in Thessaloniki, Athens and Chania.

This practice led to threefold results: (a) to facilitate “other” students from Balkan countries in enhancing their relations with the cultural group to which they belong, (b) to ensure their access to enriched environments consisting of a mixture of two cultures, (c) to give them the opportunity of perceiving the world from a different perspective and widen the scope of their professional choices in the future. In addition, it reduced the distance between the culture of the country of origin and the host culture, thus improving the image of the “other” to the eyes of indigenous students of Greek school. Proficiency in the mother language acquired a higher status in the conscience of the “other” students, contributed to resisting and preventing racist behaviour, enhanced awareness of cultural diversity, upgraded communication among different cultural groups and added to the multicultural school ethos (Revithiadou, Dimitriadou, Tamtelen, 2013). It is worth mentioning that the last five weeks of the intervention four Greek students in a secondary

school of Thessaloniki decided to join the mother language class and attend the instruction of the other language.

### **National or international projects**

Learning and pedagogy are not confined to classroom teaching; in non-formal education, they take place in a variety of life settings, within a context which may provide the learner with qualities that support a critical approach to understanding racial, national, social and gender identities. According to this rationale, an Erasmus Intensive Programme (IP) was developed by three Departments at the University of Western Macedonia (co-ordinating university) which is located in Florina, Greece, in 2010<sup>3</sup>. The universities of Ljubljana, Slovenia and NHL, the Netherlands participated in the two week program (28 June - 9 July). The participants of the three universities were given the opportunity to approach the challenges of living in the borderlands and experiencing the landscape as a crossroads formed by three countries: Greece, F.Y.R.O.M. and Albania. As its title suggests, “People and Space in the Borderland of Western Macedonia: tracing historical, social and intercultural features” (P.S.BoWMa), the programme focused on the exploration of the natural and person-made environment in the borderland of the north-west corner of Greece, a region with particularities that can be explained on the basis of historical and geographical factors.

The borderland was transformed into a vast international classroom where 27 students (21 student-teachers and 6 ethnographers) and 19 teachers were actively involved in situated literacy practices.

The participants had a sound experience of the multidisciplinary character of the reality in the borderlands of Western Macedonia. By focusing mainly on the subject areas of the Humanities, they used scientific principles with regard to history, geography, social science, cultural studies, art, as well as natural and person-made environment. They were physically involved in the landscape through several outdoor activities, such as meeting with people, visiting locations and historic monuments, hiking and camping in the area of Prespes, shooting footage, recording sounds, and taking interviews. They interacted with the local community through observation and interpretation and were involved in literacy events and practices (Dimitriadou, Gakoudi, 2014). Specifically, the incorporation of ethnographic research and particularly demanding shooting techniques for the collection of their material during the visits in the cities of Florina and Bitola gave them the opportunity to experience life in borderlands and negotiate their ideas about the formation of cultural and national identities with regard to symbols and cultural codes of each of the two populations.

The students also had the opportunity to realise the coexistence in the region of different religious and linguistic communities; to conceive the devastating consequences of historical conflicts for the region in the course of the 20th century; to trace the reasons of the various inward and outward migrations, which brought together culturally diverse populations, in certain cases forcibly. Above all, they experienced the landscape of the borderland as a geographic area where ideas, cultures, people and things meet together on a balance between the other and the self.

### **International conferences in the area of Balkan countries**

The role that borders play in the origin and development of states, as well as the function of borders in the relationships between states makes borderlands differ from other areas. Provided that the meaning of the concepts of self and other is usually re-contextualized and becomes more or less obscure, one could assume that the borderlands can be seen as cultural landscapes which transcend political borders. Among the networks that link border people to others there are educational synergies contributing to the cross border scientific and cultural development. These synergies aim to establish harmonious neighbouring relations and scientific cooperation, as well as to strengthen the bonds with neighbouring universities.

According to this logic, a sequence of conferences were organized (in 2012, 2014 and 2016) under the title “Education across borders” within the framework of a tripartite agreement among the three neighbouring Faculties of Education of the Universities of Western Macedonia (Florina), Albania (Korçë), and FYROM (Bitola). The aims of this initiative were in line with the re-contextualization of the image of the other, namely to eliminate prejudices, to mutually promote the exchange of experience and to strengthen the cooperation among the academic and educational communities of the Balkan countries. The thematic strands of the conferences were History and Culture, Information and Communications Technology, Language and Literature, Mathematics, Science, ICT, Pedagogy and Psychology, as well as Social Sciences.

### **Discussion**

It is important that the social function of education respond to the principles of interculturalism and address diversity as an element that “opens” the personal limits of educators and cancels limitations (Dimitriadou, 2011). To this end, any educational effort to prioritize a necessary treaty for intercultural contact and

solidarity in Balkan countries need to overcome the boundary lines between culturally diverse societies and create conditions for peaceful, tolerant and cooperative relationships among the populations. Within this frame, all initiatives taken by the bodies mentioned above, who developed educational and training practices in the Balkans in the form of projects, workshops, seminars, conferences or research activities relate to the action level of a teacher as a scientist and as a world citizen, as well. Most of these initiatives have a positive influence on the university curricula and include authentic material used for the preparation of dissertations and theses, for teaching support to university departments and for pedagogical research in areas such as Multicultural Education, Comparative Education, Teacher Education and Training, Lifelong Learning, Educational Policy, or History of Education.

It would be interesting to investigate to what degree all the above work may have affected the educational policy in the Balkan countries. The opportunities given to teachers, educators, researchers and students, though, to visit neighboring countries in Southwest Europe and to meet and communicate in person, developing friendships and partnerships, is also a significant profit to be taken into account. The negotiation of a sequence of educational and training issues provided an opportunity for cooperative scientific work and for a plurality of articles on pedagogic theory, research and practice. Thus a framework was created for the dissemination of knowledge concerning the prevailing educational conditions in the Balkan countries. Moreover, a substantial approach to the Balkan scientific literature was achieved and an intercultural dialogue was developed, with positive implications for “educational agents” who were alienated from each other a few decades ago. What is more, all the above were held in a context of openness, overcoming past problems, democratic dialogue, mutual respect and trust.

All of the above initiatives have a common perspective on education in the Balkans as an enduring force for peace, progress, as well as educational, scientific, and cultural co-operation among peoples. Moreover, they reflect an expectation for economic, social and educational improvement of the populations of developing countries and those undergoing transition. It would not be an exaggeration to say that, under these circumstances, globalization was not perceived as a conflict of civilizations or cultural homogeneity, but as intensification of the inherent heterogeneity and hybridity of cultures (Pashalidis, 2008).

Going a step further, the ideas that could be put forward for the formation of educational policies and practices for the upcoming years could correspond to more initiatives, such as:

- To develop intercultural approaches in the education systems of the Balkan countries
- To strengthen the Balkan networking between educational institutions
- To establish thematic networks of scientific interest in the Balkan countries
- To develop working groups to re-writing the textbooks, without stereotypes and prejudices
- To defuse nationalism in the Balkan countries
- To promote systematically comparative academic information and international research for educational practice.
- To develop initiatives for massive and systematic learning of languages in the Balkan area of Europe, as well as preparation of European Programmes
- To establish networks of educational cooperation through mobility of instructors and trainees and to secure scholarships for studies in Education
- To build a partnership in level of education, science, culture and politics between countries for the benefit of all citizens in south-eastern Europe.

It is of significant priority that educational initiatives developed in the Balkans contribute to the consolidation of educational, scientific and cultural cooperation for the people living in the Balkans. We expect this solidarity to support teachers, student teachers and pupils in order to promptly respond to the challenges and the social and technological changes lie ahead. Moreover, we expect that cooperation will be a perpetual power for lasting peace and progress in the region; in a word, to assist the promotion of values such as reconciliation, acknowledgement, understanding and mutual trust between different cultures and perspectives in the Balkan countries.

## References

- Dimitriadou, C., Gakoudi, A. 2014. Developing students' Visual Design Competence through Situated Literacy Practices: The case of the Erasmus IP "P.S.BoWMa". In: *Semiotics and Visual Communication: Concepts and Practices*, p. 224-238. Newcastle upon Tyne: Cambridge Scholars Publishing.
- Dimitriadou, C., Efstathiou, M. 2012. Fostering Teachers' Intercultural Competency at School: the Outcomes of a Participatory Action Research Project. In: *Mapping the Broad Field of Multicultural Education Worldwide. Towards the Development of a New Citizen*, p. 296-313. Newcastle upon Tyne: Cambridge Scholars Publishing.
- Dimitriadou, C. 2004. Teaching History in Balkan Countries: The 'relativization' of the 'historical truths'. In: *Intercultural Education in the Balkan Countries. Education and Pedagogy in Balkan Countries 4, Balkan Society for Pedagogy and Education*, p. 143-153. Thessaloniki: Kyriakidis Brothers.
- Dimitriadou, C. 2011. Πλαίσιο, ταυτότητα και ετερότητα στην κριτική διδασκαλία: μια μελέτη περίπτωσης από την εκπαίδευση των δασκάλων [Context, identity and otherness in critical teaching: a case study of teacher education]. In: Εκπαίδευση - Κοινωνία - Πολιτική, Τιμητικός τόμος για τον Ιωάννη Ε. Πυργιωτάκη, [*"Education - Society - Politics"*, *Honorary Volume for Ioannis E. Pyrgiotakis*], p. 812-827. Athens: Pedio.

- Dimitriadou, C. 2016. Νέοι προσανατολισμοί της Διδακτικής. Προσαρμογή της διδασκαλίας στις εκπαιδευτικές προκλήσεις του 21ου αιώνα [*New Orientations to Teaching. Responding to the Educational Challenges of 21<sup>st</sup> Century*]. Athens: Gutenberg.
- Essinger, H. 1991. Interculturelle Erziehung in multiethnischen Gesellschaften. In: *Schule in der multikulturellen Geseellschaft*. p. 3-18. Frankfurt a.M. : IKO-Verl. f. Interkulturelle Kommunikation.
- Hargraves, A. 1995. « Renewal in the age of paradox ». *Educational Leadership*, nº 52 (7), p. 14-19.
- Hörken, W. 2000. Η ιστορία ως σύγκρουση - η ιστορία ως γειτνίαση. Εξετάζοντας την ιστορία της σύγκρουσης στα σχολικά βιβλία των Βαλκανίων [History as a conflict - history as a neighborhood. Looking at the history of the conflict in the school textbooks of the Balkans]. In: Η Εικόνα του “Άλλου”/ Γείτονα στα Σχολικά Βιβλία των Βαλκανικών Χωρών [*The image of the “Other”/Neighbour in School Textbooks of Balkan Countries*]. Conference Proceedings, Thessaloniki, 16-18 October 1998, p. 31-41. Athens : typothito.
- Konstantinidou, E. 2000. Οι αλλαγές στα σχολικά βιβλία Ιστορίας: Πόσο αποτελεσματικές είναι στη «βελτίωση» της εικόνας του εθνικού άλλου; [The changes in the History school textbooks: How effective are they for the “improvement” of the image of the national other?]. In : Η Εικόνα του “Άλλου”/ Γείτονα στα Σχολικά Βιβλία των Βαλκανικών Χωρών [*The image of the “Other”/Neighbour in School Textbooks of Balkan Countries*]. Conference Proceedings, Thessaloniki, 16-18 October 1998, p. 375-376. Athens: typothito.
- Kyriakakis, Y., Michailidou, M. 2005. Η προσέγγιση του άλλου: Ιδεολογία, μεθοδολογία και ερευνητική πρακτική [The approach of the other: Ideology, methodology and research practice]. In : Η προσέγγιση του άλλου: Ιδεολογία, μεθοδολογία και ερευνητική πρακτική [*The approach of the other: Ideology, methodology and research practice*], p. 9-26. Athens: Metaixmio.
- Moutsios, S. 2005. Transition and Educational Change in the Balkans: A Cross-National Overview. In : *Quality in Education in the Balkans*, p. 127-134. Thessaloniki: Kyriakidis Brothers.
- Murgescu, M.-L. (2001). Suggestions for the teaching of a Non-Conflictual History. In: *Teaching the History of Southeastern Europe, Southeast European Joint History Project*, p. 81-87. Thessaloniki: Center for Democracy and Reconciliation in Southeast Europe.
- Pashalidis, G. 2008. Εισαγωγή [Introduction]. In: Διαπολιτισμικότητα, παγκοσμιοποίηση και ταυτότητες [*Interculturality, Globalization & Identities*], p. 13-15. Athens: Gutenberg.
- Revithiadou, A., Dimitriadou, C., Tamtelen, E. 2013. The image of the ‘other’ through extra-curricular mother language instruction: The instructors’ views. In: *The Image of the ‘Other’/ the Neighbour in the Educational Systems of the Balkan Countries (1998-2013)*, p. 478-491. Thessaloniki: University of Macedonia Press.
- Roussakis, Y., Matsagouras, E. 2000. Developing Images of a Region through Education: Identity and Otherness in the Mediterranean. In: *Developing Identities in Europe: Citizenship education and higher education*, p. 257 - 264. London: CiCe.
- Terzis, N. 2008. *The Balkan Society for Pedagogy and Education (1997-2007). Past and Future*. Thessaloniki: Kyriakidis Brothers.
- Xochellis, P.D. 1995. Η έρευνα των σχολικών εγχειριδίων - Προβλήματα και διαπιστώσεις [The survey of school textbooks - Problems and findings]. In: Σχολικά Εγχειρίδια Βαλκανικών Χωρών [*School Textbooks of Balkan Countries*], p. 9-14. Thessaloniki: Kyriakidis Brothers.
- Xochellis, P.D. 2000. Εισαγωγή στη θεματική του συνεδρίου [Introduction to the conference thematic]. In: Η Εικόνα του “Άλλου”/ Γείτονα στα Σχολικά Βιβλία των Βαλκανικών Χωρών [*The image of the “Other”/Neighbour in School Textbooks of Balkan Countries*]. Conference Proceedings, Thessaloniki, October 16-18 October 1998, p. 27-30. Athens: typothito.

**Notes**

1. <http://www.diapolis.auth.gr/>

2. The repatriation circle in Greece, however, has been recently completed and the profile of “other” students is currently changing due to the arrival of refugees from Asian and African countries.

3. [www.eled.uowm.gr/ip](http://www.eled.uowm.gr/ip)