Antonio Cortijo
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Interdisciplinary Aspects of Educational Research for the Structuring of Knowledge /

Aspectos interdisciplinares para la investigación educativa en la estructuración del Conocimiento

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This book contains only the contributions that have passed a rigorous selection and evaluation process (double blind peer review process) according to the following evaluation criteria: quality of the submited manuscript, novelty and relevance of the topic, originality of the proposal, bibliographic foundation and scientific rigor.

En este libro se recogen únicamente las aportaciones que han superado un riguroso proceso de selección y evaluación (double blind peer review process) según los siguientes criterios de evaluación: calidad del texto enviado, novedad y pertinencia del tema, originalidad de la propuesta, fundamentación bibliográfica y rigor científico.

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Foreword / *Prólogo*

Some Key Elements in Educational Research for the Structuring of Knowledge in Favor of the improvement of societal ἀρετή areté through παιδεία, paideía

Algunas claves para investigación educativa en la estructuración del conocimiento
en pro de la ἀρετή areté de la sociedad por medio de la παιδεία, paideía

Antonio Cortijo
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Contributing to the improvement of Education is contributing to the development of one of the most valuable assets in society. Education, as an organized system as well as a category constitutes one of the pillars of society. It encapsulates the transmission of specific knowledge, skills and information and turns these piecemeal information *bytes* into Knowledge. The latter offers the additional element of meaning, of providing a rational structure to what otherwise would be a simple accumulation of data. Education is even more valuable for the attachment of meaning to knowledge, and it is crucial for creating methods that allow and promote the teaching of key elements in the transmission of knowledge itself. Education is multifaceted as a centaur –a learned centaur such as Chiron, the tutor, among others, of Achilles, Ajax, Asclepius, Aristaeus, Jason, Meleager, Theseus, Castor, Pollux or Hippolitus–: it provides self-consciousness to Knowledge and generates the general and specific didactic and pedagogical strategies and the optimization of those strategies.

Because Knowledge itself must be fed by as many scientific and technical disciplines as possible to create the most comprehensive group of data, Education must also be able of being interdisciplinary and to adapt its vocation for constructing and structuring knowledge to this interdisciplinarity. Making significant this ocean of data depends on knowing how to place them within the tradition and innovation to which they belong (regarding the particular field in question) and within the rest of the disciples, whether these are similar to it or not. Interdisciplinarity offers an additional plasticity of thought, knowing how to adapt itself to ideas–without having to embrace them–to be able to identify and enhance their value–or reject them because they lack such val-

ue–with the ultimate goal of improving global knowledge. In this dialogue between the minute (data, information) and the general (Knowledge), Education is crucial with its structuring and embodiment of all the above-mentioned elements and its contribution to the *ἀρετή aretḗ* ‹excellence› of society, which goes beyond data because it provides them with a structure and turns them into significant knowledge through Education.

Since Isocrates, one of the best ideologues of the *παιδεία, paideía, ἀρετή aretḗ* ‹excellence› was in classical Greece a complex system of civic, ethical and moral virtues. The acquisition of *ἀρετή* was the main goal of *παιδεία*. For this reason, we are honored to prologue this volume, whose goal is to constitute a significant sample of the value that good educational research, can offer to the structuring of knowledge.

In this volume, we offer a plural perspective based on the idea of interdisciplinarity. We pay attention to the teaching challenges that thanks to the development of Information and Communication Technology can be faced and solved satisfactorily, both in distance and asynchronous education, through the use of *Digital Storytelling* (**Davradou**), as well as to the improvement of the conceptualization and structuration of human resources in teleworking after the disruption of COVID-19 (**Kostakou**). The pandemic has caused dramatic losses although thanks to some techniques and tactics that help defray its effects, it has also provided us with some methodological gains that have made us stronger for future disasters. This has also taken place in the field of sports and physical activity sciences, and has shed some light about them (**Priskomatis**). In sum, through these contributions, we can perceive that attention to cultural tradition, intercultural strategies and to philosophy with an inclusive perspective can enrich knowledge. To this also contributes the attention paid to the History of Renaissance Art (**Rapti**), Intercultural Education proper (**Spyridopoulou**) and an Inclusive Philosophy applied to Special Education (**Tsekouras**). Attention is also paid to the guide or orientation (regarding vocations) in intercultural education (**Panou**) and to the pastoral care of students with disabilities or suffering from cancer (**Iliadis**). The organization and direction of educational centers plays a crucial role in all this, particularly if their analysis can be optimized through a comparative perspective–in this case between Greece and Spain–(**Papaemmanouil**).

In sum, these are nine interdisciplinary contributions that after a rigorous double-blind peer review process provide interdisciplinary results of great quality to educational research regarding the structuring of knowledge.

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sContribuir a la mejora de la Educación es contribuir al desarrollo de uno de los activos de más alto valor añadido de la sociedad. La Educación, como sistema organizado, al tiempo que como, categoría constituye uno de los pilares de la sociedad. Desarrolla la trasmisión de los conocimientos concretos, las destrezas, la información, per se, al tiempo que, sobre todo, convierte todos esos detalles, todos esos *bytes* de información, en Conocimiento. Este aporta el plus de lo significativo, de conferir estructura racional al cúmulo de simples datos. La Educación es tanto más valiosa todavía porque es fundamental para la generación de significación al conocimiento, al tiempo que es crucial para la generación de métodos que permiten y promueven enseñar las claves para la transmisión del conocimiento mismo. La Educación es ambivalente, como un centauro –como un centauro culto, como lo fue Quirón, tutor, entre otros, de Aquiles, Ayax, Asclepio, Aristeo, Jasón, Meleagro, Teseo, Cástor, Pólux, o Hipólito–: otorga autoconsciencia al Conocimiento, al tiempo que genera las estrategias didácticas y pedagógicas generales y específicas para su transferencia y, al mismo tiempo, para optimizar tales estrategias.

Como el Conocimiento mismo se debe nutrir de los aportes de tantas disciplinas, ciencias y técnicas sea posible a fin de poder establecer el cúmulo de datos tan completo como sea, la Educación debe ser igualmente adepta a la interdisciplinaridad y debe saber adaptar a la misma su vocación por la construcción y estructuración del Conocimiento. Hacer devenir significativo la mar de datos depende de saber situarlos en el acervo de tradición e innovación en el que se sitúan, con respecto a la especialidad concreta de que se trate, y con respecto al concierto e las otras disciplinas, sean afines o no. La interdisciplinariedad aporta el plus de la plasticidad del pensamiento, saber adaptarse a las ideas –sin ser necesariamente adeptos a las mismas– para poder identificar y potenciar su valor –o desecharlas por no tenerlo– en pro de la mejora del conocimiento global. En este diálogo entre el detalle (información, datos) y lo general (Conocimiento), la Educación es crucial por su labor de estructuración e incardinación de todo ello y contribuye esencialmente a la *ἀρετή areté* ‹excelencia› de la sociedad; esta va más allá de los datos pues los estructura y convierte en conocimiento significativo por medio de la Educación.

Desde Isócrates, uno de los grandes ideólogos de la *παιδεία, paideía*, la *ἀρετή areté* ‹excelencia› se trataba en la Grecia clásica de un complejo sistema de virtudes, cívicas, éticas y morales. La adquisición de la *ἀρετή* era la vocación de la *παιδεία.* Por todo ello nos honra muy mucho prologar el presente volumen. Tiene el objetivo de constituir una muestra significaba del valor de lo bueno que la investigación educativa puede aportar a la estructuración del conocimiento.

La perspectiva que ofrecemos en este volumen es plural pues se fundamenta en una intensa interdisciplinariedad. Se atiende a los desafíos docentes que, gracias al desarrollo de las Tecnologías de la Información y la Comunicación, se pueden enfrentar y resolver satisfactoriamente, tanto en la educación a distancia y asíncrona usando *Digital Storytelling* (**Davradou**), como también con la mejora de la concepción y estructuración de los

recursos humanos en el teletrabajo tras los embates de la COVID-19 (**Kostakou**). La Pandemia ha causado dramáticas pérdidas, si bien, al menos, a partir de las estrategias y tácticas para capearla, ha aportado algunas ganancias metodológicas que nos hacen más fuertes para futuros envites. El ámbito del deporte y de las ciencias sobre la actividad física no han sido menos y también han aportado luz en ese sentido (**Priskomatis**). Se percibe, en suma, a partir de tales aportaciones que la atención al acervo cultural, a una estrategia intercultural y a la Filosofía con perspectiva inclusiva puede ser enriquecedora del Conocimiento. Profundizan en ello la atención a la Historia del Arte del Renacimiento (**Rapti**), a la Educación Intercultural propiamente dicha (**Spyridopoulou**) y a la Filosofía inclusiva aplicada a educación especial (**Tsekouras**). Se atiende además a la guía u orientación (de vocaciones) en educación intercultural (**Panou**) y al cuidado pastoral de alumnado con discapacidades o cáncer (**Iliadis**). La organización y dirección de los centros educativos es fundamental para todo ello, máxime si se puede optimizar su análisis con una perspectiva comparativa –en este caso Grecia/España– (**Papaemmanouil**).

Nueve aportaciones interdisciplinares que, tras superar un riguroso *double blind peer review process*, aportan aspectos interdisciplinares de calidad para la investigación educativa en la estructuración del conocimiento.

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1. Modern and asynchronous distance language teaching in Primary Education using digital storytelling

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ABSTRACT

The MOOC's Challenge of History and Digital Narration in the recent years, in the field of Distance Education has become very widespread and has grown rapidly. The development of technology has offered many innovations and new opportunities in the field of education. Distance education is immediate associated with ICT (Information and Communication Technologies), since they provide the space and means for its implementation. Distance education is more prevalent in higher education institutions and venues and less in primary or secondary education.

This article studied the field of design and implementation of a Massive Open Online Course (MOOC) for primary education. In particular it penetrated the thematic object of Language learning in Primary school. Additionally the second topic examined in work related to MOOC concerned Digital Storytelling and its use as digital educational material in the MOOC of Language Learning and was implemented for primary education. Initially the framework of this research was demarcated, the need was justified engagement in the field of MOOC, since it has not been extensively researched the primary education as well as the importance and usefulness of Digital Storytelling as a multimedia digital educational material that can be integrated into some MOOC.

KEYWORDS: MOOC, Disgital Storytelling, Distance Language Learning, Primary Education.

1. INTRODUCTION

The MOOC's Challenge of History and Digital Narration in the recent years, in the field of Distance Education has become very widespread and has grown rapidly. The development of technology has offered many innovations and new opportunities in the field of education. Distance education is immediate associated with ICT (Information and Communication Technologies), since they provide the space and means for its implementation. Distance education is more prevalent in higher education institutions and venues and less in primary or secondary education.

Thus, it presented significant increase of interest in attending online courses, while many educational institutions, organizations and companies design or implement are going to offer courses online. This phenomenon in training is known as Mooc's (Massive Open Online Courses). In Greece's concern, is particularly interested in such courses, according to research "Evaluating geographic data in MOOCs" of Nesterko et al. (2013), with an increased rate of successful completion by them participants. The MOOCS, covers a wide range of cognitive objects from all sciences and fields, such as arts, literature, sports, etc. MOOCS can cover a wide range of subjects and educational institutions, organizations, businesses and even school education. Distance education, both in Greece and worldwide, the last year with the onset of the Covid-19 pandemic, was incorporated through legislation arrangements as an additional solution to the closure of schools and their continuation courses. For this reason, the context in which distance education and MOOCS can operate in primary education should be further explored.

In addition to the Covid-19 pandemic that caused the closure of schools and educational institutions, many issues were raised for open dialogue, such as adequacy of technological equipment in schools, student access - teachers on the internet, the training of teachers in the context of distance education, the constant "connectivity" of teachers - students in internet and the selection and suitability of e-teachers platforms, even raising privacy issues and security, as well as social issues for low-income families and their children's access to education and the Internet. All of the above provided the framework for the study of distance education in the primary grade.

Now, for whatever reason it may lead to the closure of school units in an area (health reasons, weather, etc.) exists the possibility of continuing the school timetable through the distance education and e-learning platforms. In particular, it should be investigated the design and management of an MOOCS by primary school teachers education, because the training time from the official state is short and they are called to apply the new knowledge almost immediately in their teaching. MOOCS can provide access to knowledge for any subject and field. Therefore, they can be used in school education and for any teaching object. The teaching of Language Learning can be done with the use of a corresponding one MOOCS in some specially designed educational platform.

This object, usually makes it difficult for young students, as they need to have high cognitive and metacognitive ability to remember matter and the many and complex rules and issues and the new knowledge they receive. A MOOC for the object of Language Learning would make the content of the material more accessible to students, with segregation and grouping knowledge into small sub-sections. Also, the use of MOOCS is a fun process especially when digital content is designed correctly and appropriately for the students it addresses. Combining the above, the MOOC should investigate Language Learning as a field of theories objects and therefore school-age children show little inter-

est in it. This paper examines the design, organization and management of a MOOC for the subject of Language Learning.

2. BULK OPEN ONLINE COURSES

2.1. Mass Online Courses (MOOCs)

Conceptual approach of Massive Open Online Courses, or MOOCS (Massive Open Online Courses, Moocs) grew rapidly from the 2010s onwards. They became widely known from an article in the Times where they described 2012 as the year of the Moocs (Pappano, 2012). The article refers to the growing current to the internet education developed by major universities in collaboration with others organizations in the form of video lectures. The term MOOC or MOOCS was first used by David Cormier to describe the web course Connectivism and Connective Knowledge created by George Siemens and Stephen Downes (Cormier & Siemens, 2010). According to Cormier the concepts contained in this term are analyzed as following: Massive: refers to the large number of trainees who can participate in it. Open : are accessible to all without tuition even from providers which are not non-profit. Online: The educational process is done exclusively through internet. Courses: They are structured and organized in small places with a beginning, a middle and an end.

Course files are available even after the completion of the lectures, instead of forums and support structures and communication that takes place during the course. However, there is no commonly accepted definition by education community, as the term is now used for a number of courses that are related to the above concepts, but also others existing with many differences (Daniel, 2012, Hollands & Tirthali, 2014, Liyanagunawardena et al., 2013). In this paper the definition that will be used is known in European level given by the Home Project and Open-up program, according to MOOCS «are online courses designed for a large number of participants in which it can be accessed by anyone, from anywhere and for as long as they are connected to the internet, They are open to anyone without entry criteria and offer an integrated online experience at no cost» (Jansen & Schuwer, 2015, trans. p. 4).

2.2. The species of Moocs

The development of MOOCS led to the emergence of two different types of MOOCS, cMooc (connectivist Mooc) and xMooc (extended Mooc). This distinction is made on the basis of the pedagogical model they follow. CMooc came from the original look of MOOCS and is based on the pedagogical model of Connectivity (Baturey, 2015; McAuley et al., 2010). CMooc are courses without special organization, with a constant new theme, it is "Open" to the activities that are implemented and give autonomy to the student (Bali, Crawford, Jessen, Signorelli, & Zamora, 2015; Siemens, 2013a). The cMooc

are made up of academics who use online open source platforms (Baturay, 2015). There is also a timetable of lectures given in the modern form, for the ways of communication learners and how participants can interact with each other (Siemens, 2013a).

On the other hand xMoocs appeared. The "X" is referred as an extension of something else ("MOOC as eXtension of something else") (Downes, 2013). XMoocs look like cMooc in terms of mass, but differ in terms of pedagogical approach their use. In particular, they rely on content and traditional teaching approach and the transmission of knowledge from the teacher to the students, while the content is determined by the respective creator of the course (Baggaley, 2013). Openness is related to open access to whoever wants it. The educational material is in the form of video presentations and documents that students watch at their own pace while including testing, self-assessment or final work (Conole, 2014; Kesim & Altinpulluk, 2015). Quizzes are graded by electronic evaluation forms, feedback is incomplete and communication is done through a forum (Siemens, 2013a).

Finally, the xMooc and cMooc are offered by electronic learning management systems (platforms) owned either by educational institutions or organizations or privately by teachers (Baturey, 2015). The strong pedagogical criticism used by xMoocs has affected the relationship that can be developed with Connectivity and change the role they will play in educational practice (Daniel, 2012). In the context of xMoocs modernization, they developed through Vygotsky's socio-cultural theory (Abeer & Miri, 2014) new species of MOOCS, the Mooc Hybrid (Zawacki-Richter et al., 2018). Particularly this trend is related to the combination or merging of the two main species, in which is dominated by user interactions in xMooc forums as well and project-based application or blened-learning can convert a Mooc to a hybrid (Roberts, et all., 2013).

From the presentation and examination of the design and technical specifications we conclude that the emergence of MOOCS opened the field of education to the general public at a low cost even providing academic courses. In combination and with the interest of employers, employees, institutions and organizations for the inter Lifelong learning, MOOCS will be an important opportunity for them to have access to knowledge for those who wish

3. DIGITAL NARRATION

The concept of Digital Storytelling in the international and Greek literature is identical with the terms of Digital Narrative (DN) and Digital Storytelling (DS). The second term DS used to describe personal digital stories in the form video recording. Due to the identification of terms in the literature and references, the term Digital Storytelling is more common. The concept of Digital Storytelling first appears in the documentary "The Civil War" in 1990, by filmmaker Ken Bums (Jharkhand Rai University, 2012).

At the same time Dana Atchley (Garcia & Rossiter, 2010) artist and storyteller uses the term Digital Storytelling for videotaped short duration stories, using multimedia elements during interactive theatrics performances called "Next Exit" (http://www.nextexit.com). Atchley is considered the creator of Digital Storytelling as well as the company he founded for audiovisual productions combined narration with simultaneous projection of images and videos on his theatrical performances. In 1994, together with Joe Lambert and Nina Mullen, they co-founded the San Francisco Digital Media Center, now known as the Center for Digital Storytelling (CDS) (Garcia & Rossiter, 2010)

Digital Narratives belong to the category of multimedia stories created using a computer, tablet, ipad, internet and combine graphics, sound, text, animation, comics, etc. (Judge et al., 2006; Kajder et al., 2005; Tucker, 2006).

For education digital storytelling focuses on one subject / object and is short 2-10 minutes, aims at information and the transmission of knowledge to students. The digital narrative and the way it is presented by the author, interacts with students who are charged emotionally creating an atmosphere in the classroom. The climate that is created depends from the adoption or rejection of posts by the author himself as usual the teacher. This commitment is important because it will help students to better understand the meanings of the story being told ".

4. UTILIZATION OF DIGITAL STORIES IN EDUCATION

The new means of digital and interactive technologies joined the learning by creating a new teaching method of Digital Narrative. Digital storytelling uses new technologies with their audience listeners / students who in the process can interact and shape the plot and evolution of the story (Sadik, 2008).

The change in modern teaching methods is reflected in recent research on the use of ICT in education. In particular, recent research highlights the use of blended learning, hybrid, or technologically enhanced learning. This approach was proposed after research in the field of Cognitive Psychology and integration of ICT in the educational process(Swenson & Evans, 2003). Mixed learning uses different ways of delivering teaching with aimed at optimizing learning outcomes and the value of its implementation educational program (Singh & Reed, 2001).

While Procter (2003) points out that Mixed learning is a successful combination of many ways of implementing it course, with different teaching approaches and different learning. In addition, Digital Narration can serve as a means of evaluating learning (Snelson & Sheffield, 2009). The process during the implementation of a program Digital Storytelling allows and promotes the analysis of all the aspects of the subject, gives students the opportunity to reflect, to challenge, defend, reject or accept the material taught. As they process the objects and material they will incorporate into their own digital work.

Finally, the integration of the method of digital narration in curriculum signals student encouragement and composition digital repository of students' works produced under their supervision teachers, this is also the strongest motivation that students have for their participation in the whole process (Frazel, 2010). The importance and necessity of the inclusion of Digital Narration in educational practice is emphasized by many researchers. The main arguments that promoted for its use in education are summarized in the following:

- digital storytelling helps students master technical, social and creative skills,
- provide them with access to digital services of all kinds (eg economy),
- enhances the self-confidence they need, in order to use digital technology in a practical and mainly creative way,
- improves their self-awareness due to its focus on their personal experience, memory and will and
- encourages students to "learn how to learn", a skill too important not only for their later life as adults, but also to communicate with others or have access to various important information etc.

For teachers, Digital Storytelling can work as one valuable and important digital medium and tool in their teaching. Particularly: Collections of digital stories to be created in schools can motivate them to engage in specific scientific subjects or social issues. The ability to post and publish their work, excites students and is an additional incentive for effective participation in the program as they are already familiar with this type of posts on various online media (eg youtube). The story that is distributed through digital narrative extends the traditional ways of linguistic arts, i.e. the reading, writing, listening, speaking and visual representation. Provides to students and teachers of all levels the opportunity to develop their personal speech and at the same time to reflect their knowledge in a (online) community (student or not) and get feedback.

The creation of digital narratives or stories enhances, in addition to the above, the relationship between students and teachers, also promotes 21st century skills, digital, technological, visual, informational and global literacy. More in particular, the skills and abilities that students develop through creating digital stories is:

- Research (be able to document history, research and analyze the relevant information)
- Scripture (to form an opinion and to develop the story script)
- Organization (to manage the material for the purposes of the work and the time required)
- Technology (to use electronic tools, such as digital cameras, scanners, microphones, and digital storytelling media)

- Presentation (to make decisions for the best possible presentation their work to the public)
- Interview (conduct interviews and research on their available sources).
- Interpersonal relationships (to work collaboratively in groups and to define the roles of each member)
- Problem solving (to make decisions, to solve problems and overcoming obstacles from the beginning to the end of their project)
- Evaluation: (to acquire their critical ability and to specialize ittheir view of their work at individual and group level).

Other researchers point out that digital storytelling will provide young people ways and methods of teaching for the education of all people independently age (Frank van Gils, 2005; Sadik, 2008):
- Variation: Through digital storytelling any story or script can to evolve differently.
- Personalization: The educational process can be done more individualized, adapted to the needs of each learner.
- Compelling: Using digital storytelling is one way approaching a topic by delimiting the context and making the story more attractive.
- Real life situations: The participants are involved in the experiential situations of everyday life with simple and cheap access. People are willing to tell a personal story their experience.
- Engaging: Learners learn to use Digital Narrative construction applications. In this way the stories that watch or create for them is more attractive.
- Active learning: In all provided digital applications narrative, interaction is important and makes the student involved actively and acquire cognitive skills on a practical level.

On the other hand, Hung, Hwang & Huang (2012) note some points that need to be taken into account when applying digital storytelling to educational process:
- It can be understood, that its application by students, can be received as entertainment and not as the main education.
- The object of the stories or narratives won't be interesting for some students.
- Teachers and students can have technical difficulties with computers and / or need more technical assistance for the use of technology in classrooms.
- The teachers are not properly trained in their use digital media.
- The lack of equipment (computers, digital cameras machines,) and limited internet access discourage teachers and students in the use of technology (Sadik, 2008).

- The teacher may not consider when planning the social and economic level of each student (Dreon, Kerper & Landis, 2011).
- Each student's learning difficulties can be problem for implementation.
- The learning time digital media and tools for students and creating stories can be a major barrier (Woodhouse, 2008).

In summary, Digital Storytelling is a modern educational method which uses various digital and online tools. The educational process works not only for the acquisition of knowledge with traditional concept, but it becomes an entertaining way of learning, participating and creating educational content.

Digital Narration in the context of MOOCS, MOOCSs, have many possibilities, the most of them are related to the educational material and its management. The MOOCS can contain all kinds of material (video, audio, images, texts, links to other Internet resources, applications or websites). While at the same time this makes them open to access to all kinds of science and available material which can be introduced by the creator or the trainees participating in it. With this as a given the educational material of an MOOCS can come from many scientific fields and to promote interdisciplinarity. Since, therefore, the works of Digital Narration are educational material, can also be included in MOOCS.

The most characteristic and widespread formats is that of short educational videos duration. In the international literature, in addition to educational videos, the following forms of digital narratives can be used as material in each MOOCS:

- Animation: Familiar to children watching them on TV, him cinema, internet, DVDs etc.
- Electronically illustrated narratives: includes digital comics and digital books.
- Digital travel: Refers to the creation of digital timelines, but also virtual travel using similar software. They can be used in various fields. For the object of Language Learning is an important tool for understanding of the many rules.
- Multimedia narrative presentations: they are multimedia presentations and hypermedia content. They contain activities with which they interact audience. These include non-linear and multimedia presentations web posters.
- Radio and television productions: audio works or broadcasts and television emissions at all stages of their production.
- Video games: Concerns activities in the style of a game or application, the online or educational games. They can act as a means evaluation.
- Virtual learning environments: Virtual world software which children create their own world in which they interact with others participants.
- Augmented Reality (AR) platforms: applications and software that use augmented reality. Their use can be combined with digital travel in time and space as well as after electronic games.

– Online Press, Blogs, Blogs and Social Networks: Includes stories on blogs, about the subject matter that interests us. They can be used as a means of research on the subject or as a means communication and exchange of views between teacher and students.

In their research Spyropoulou, Pierrakeas and Kameas (2014) record the educational material used by its six largest educational platforms (edX, Coursera, FutureLearn, Udemy, Udacity, and Iversity). Research data showed that all platforms use instructional videos as their core material their courses. More specifically, short educational videos are used in combination with self-organized multiple choice questions, closed or open type. Additionally, on some platforms there are alternative videos which used to guide students and as an aid. These contain additional information on the subject (Udemy, 2014a). In the same research lists some good practices that each platform uses for her educational material. Regarding educational videos (digital narration) note: In Coursera the narratives are interrupted at intervals and posed questions to viewers about the content of the video (Dramatic questions). While for the Udemy platform emphasize that digital storytelling should contain at least 60% of the educational material of MOOCS. In summary, digital storytelling can take many forms be used as educational material in mass open online courses.

5. DIGITAL STORYTELLING IN LANGUAGE LEARNING

The narrative, as described so far, can be done in many ways. The ICT and internet development has brought storytelling to the digital world with result in the creation of Digital Narratives. Digital Storytelling is part of the socially constructive approach learning model. Students learn through the research process, the self-control of their knowledge and their participation in open contexts of activities. To learn language, children will have to ask and answer questions through research, locating the rules and by processing and interpretation of the data gathered by developing their critical ability, in order to understand and analyze the conditions in which the examinee played. This process will lead them to objective knowledge and metacognition.

Digital Storytelling uses New Technologies that provide fast search and access resources, libraries and other online collections. While, through Digital Storytelling children can come in contact and contact with Digital storytelling can be part of teaching Language to many ways. According to Caiaphas (2012), who dealt mainly with literature, the Stories can be used in six ways, which can be used in the teaching of each subject and therefore also of Language Learning:
  • Students create a digital story either through a text, a source or a document or can create a digital story for an event or a concept.
  • A digital story that presents a theme or event, which given to students before teaching a new unit or a concept and event. In this case the story is an occasion for discussion, research and analysis to draw conclusions.

- The digital story is given at the end of the teaching unit, after the teaching of the new concept or event. Students fit into a framework that have been taught and reflected in their own learning, developing metacognitive abilities. While the teacher is able to proceed assessment of knowledge and in a creative way for effectiveness of the teaching he carried out and to ascertain to what extent the objectives set from the outset.
- Digital Language Learning is the occasion and the context to put reflections on concepts rules and facts. They aren't taught through digital language learning a new concept or event but the digital story as feedback: To edit and change data. Students are asked to create a new digital story as a continuation of the previous one. In closing, the teacher can in parallel with the projection of the digital story to give the data or evidence contained in the text form.

As it has been observed that the parallel projection of an image contributes to understanding text, especially in the first grades of elementary school, as it offers multiple representations of events, objects or sources and attracts students' attention. They develop their new knowledge and memory, understand the importance of utilizing and analyzing rules and sources of different formats (text, photos, maps, etc.). They also develop their critical thinking about the teaching material, utilize and analyze data with the help of the material, ask questions, and select appropriate data for the presentation of different issues and drawing conclusions.

6. CONCLUSIONS

This article studied the field of design and implementation of a Massive Open Online Course (MOOC) for primary education. In particular it penetrated the thematic object of Language learning in Primary school. Additionally the second topic examined in work related to MOOC concerned Digital Storytelling and its use as digital educational material in the MOOC of Language Learning and was implemented for primary education. Initially the framework of this research was demarcated, the need was justified engagement in the field of MOOC, since it has not been extensively researched the primary education as well as the importance and usefulness of Digital Storytelling as a multimedia digital educational material that can be integrated into some MOOC.

Then the conceptual approach of the term MOOC was made, the main characteristics and how they appeared and developed worldwide on last decade. Also presented were the two main types of Moocs, the Moocs (Connectivist Mooc) and xMooc (extended Mooc). The former are based on his pedagogical model Connectivity, while the second type is based on traditional teaching and transmission of knowledge from teacher to student. Most recently appeared the Mooc hybrids (Hybrid Mooc) which combine the

two previous ones and already have more interaction the participants in them. While the Greek case was studied with the two electronic internet platforms used in school education, the Electronic School Classroom (e-classroom) and the Digital Education platform e-me. After the completion of the theoretical framework of MOOC, the field that was examined, was Digital Narrative making a brief historical review of the appearance of the term and in its conceptualization. Finally, the use of digital storytelling in MOOC as multimedia digital educational material which can have many forms for each type of MOOC and thematic object. While we dealt with the use of digital storytelling in the teaching of Language and corresponding MOOC courses with according context.

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Aspectos interdisciplinares para la investigación educativa en la estructuración del Conocimiento

2. Pastoral care for children with disabilities and cancer

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ABSTRACT

Pastoral care origins from the pastoral of Jesus Christ. According to the New Testament, Jesus was not only limited to the limits of preaching, but also He healed any kind of pain and decease, wherever He went. As a consequence, Church has the duty to help with the practical matters of individuals in their daily life. Except from perishable human body, there are also soul and spirit in an individual entity, which are eternal. The fact of a child's serious illness can not be considered outside of Church's responsibility. Instead, through pastoral care must embrace the child and his family at this difficult ordeal and via the support of science, to transmit the message of God's unconditional love to the whole world. Children with disabilities and cancer can be characterized as kids with chronic diseases. In both of these categories, they suffer from a chronic disease and permanent medical support is required. It is commonly known that the disorders of children with disabilities, accompany them at all stages of their lives and cannot be cured. As far as is concerned, with the advancement of medicine, kids with cancer respond better to the treatment. Thus, above the 80% keep living in this world for five years or more and most of them are completely cured. However, despite the fact that they are healed, they need medical monitoring in order to address long term consequences of chemotherapy and radiotherapy. Obviously, the consequences of those diseases affect not only the children, but also their families, in psychological, economic and social level and probably change their lives forever. Nevertheless, the essence and the purpose of pastoral care exceed the limits of earthly life. Kingdom of God is the aiming goal. Therefore, the first priority of pastoral is the spiritual healing of people.

KEYWORDS: Care, Christianity, Church, disabilities, cancer, children

1. THEOLOGICAL APPROACHING

1.1. Spiritual searching

Every human being march on this life seeking for love, joy and peace. These elements are deeply the essential and existential issues of people, even though most of the times is not able to realize that due to the current situation the modern world has reached. Nev-

ertheless, instead of finding the desires and expectations, an opposite reality is faced, which causes frustration and despair because bad is bigger than good and pain and death prevail incomparably over joy, peace and life.

In face of a reality like that a conscious individual is troubled and is impossible not to wonder about the reasons and causes that led humanity at this point and also the reason of his existence. What is the meaning of life? Why he exists? Why suffer and pain in life? Does God exist? Where is He? God is powerful, so why He does not intervene? God is good and philanthropist, so why He allows wars, injustice, diseases and death? Inquiries like that may emerge by anyone. Faithful or not. These kinds of questions must be answered because they are necessary and basic steps for people progress to the knowledge of truth. At this point, it is important to mention that each one of us searching for answers with his way. According to the content of answers will be found and the level of faith and humbleness, depends on the structure of worldview and how difficulties in life will be dealt with.

1.2. The reason of Creation

The world came from zero. This declares that God was not forced to do this action, but it was a result of from His free will and choice. Thus, God had a motivation and a purpose from an action like that, as Prophet David refers that God always acts with wisdom (Psalm 103, 24). God's motivation is only love. More specifically, unconditional love. Truly love means, someone to share everything he owns. As a consequence, Holy Trinity does not wish this kind of love to exist only among Them, but it should be shared with other creatures. Lord's love is ecstatic. This means that is not introverted to itself, but it comes out of itself and creates unique and different things from itself or in other words, from God. This ecstatic love led Him to the creation of the world and human race, in order to participate to love, which is the way of living of Holy Trinity.

1.3. Creation of human

When God finished the creation of the world and other living entities, then man was created. Adam the first human who stepped on this world was created aftermost as an action of honor above all creation. In other words, God's willing, was human to be a king of the whole world and earth be his palace, where everything would be in his services. Moreover, according to Saint Gregory Nissis there is another interpretation, where God's willing was when human opens his eyes for the first time, he must be able to face an endlessly and infinite beauty, wonderful spectacle and divine majesty. All these experiences would be iconic lesson somehow, in order to be taught about Lord's Wisdom, Goodness, Love and Omnipotence. His love wishes humans to have it all and nothing to lack.

The creation of human in image and likeness of God is the most characteristic element that gives him the unique position among the other creatures.

1.4. Relatioship between body and soul

According to Apostle Paul, human consist of three elements. Body, soul and spirit. Despite the fact that, they are opposite among each other, they are connected and constitute an integral unit. Soul is the power of life that animates body. Body and soul are common elements with other entities. But man's soul is a logic soul, which has conscious and ability to think and analysis. Spirit or nous in other words, is God's breathe as it referred in Genesis (Gen. 2, 7). Spirit is a gift from Lord exclusively to humans. Through spirit man has the ability under circumstances to communicate with God.

Philosophy in general, usually considers body as enemy or slave of soul and between them only a relation of interests could exist. Church does not believe in a kind of battle. Instead, it is strongly believed that between soul and body there is a collaboration, where body assists souls and also is a mean of sanctification.

2. PAIN

2.1. Definition of pain

Due to the fact that pain is a complex phenomenon, an adequate definition is difficult to be given. Nevertheless, it can be categorized into three parts. Physical pain, mental pain and soul pain.

Physical pain can be described as a painful sensation in a specific part of body, which is associated with an injury as usually recedes immediately when the painful stimulus is removed and body has healed.

Mental pain is a sad feeling, which is supervened from a phycological reason and not from a physical. Nevertheless, physical pain cannot be completely separated from mental pain because human is a psychosomatic union. This interaction is also confirmed by science.

Soul pain is the consciousness of sinfulness and separation from God. In a word, this is called repentance. Therefore, is the positive kind of pain because is a sign of cure from mental or soul disease. Consequently, soul pain is aftereffect of humans love to God and to fellow human being. Despite the fact that is pain, it is accompanied by rejoicing and divine consolation.

2.2. Pain in Jesus's life

The combination between Jesus and Cross is so deeply rooted inside the conscious of humans. Jesus's life was a route inside the pain and to the pain, viz to Cross for the salvation of humanity. His passions were not limited to His latest years of life before His death, but they were started from the first day of His birth and extended until the day of crucifixion.

2.3. The benefits of pain

"If people could sense what kind of treasure wealth from pain, trials and deceases, they would always like to be in pain and instead of groaning, they would thank and praise God" (Monk Moises from Mount Athos).

Anything that threatens human comfort is considered as misfortune and as something that must disappear from the context of life as soon as possible. In the opinion of modern philosophy, pain is an unwanted feeling and considered as misery. Therefore, the elimination of all kinds of pain is the first goal of science and technology.

At this point, it is crucial to mention that most of the times, humans' philosophy is completely different from God's.

In history experience has shown that in ease and prosperity, people forget God. They are clinged to their selfishness and their rest and also their heart becomes harden for their fellow human beings. Thus, God who is the Lord of life tries in many different ways the salvation of His creature. God wishes desperately to get every single individual. So, He allows everyone to lift his own cross, which is exactly for his measurements and endurance. This is not happening because God wants to torture anyone or make him bitter. God simply knows that human with pain and sorrow is shaken, wakes up and is able to understand his weakness and need for help. Through pain man understands his vanity and the false joy he lives. Pian and sorrow are the reasons for humans to remember the sacred purpose of their existence, which is the meeting with Lord.

Pain is a sign of God's providence. Is not something bad or God's abandonment. Is a blessing and holy visit, where Lord stands in the heart of man waiting from him to open. Is a way of holiness. As in medical science, pain plays an important role with its awakening function and is a sign on which doctors rely on diagnosing diseases after warning the patient and doctors about health problems, the same happens in spiritual life, which is the beginning of spiritual cultivation and maturation.

Pain gives wisdom, exercises in patience which leads to perfection. On this way, the connection between God and human becomes stronger and perfect. Moreover, pain makes individual more sensitive over the pain of the others. Usually those who suffer become more tolerant and forgive easily. God's wisdom is unexplored and cares with multiple ways about our salvation.

3. DISEASE

3.1 Origin of disease

Disease as a reality showed up in humanity after the sin and the disobedience of the protoplasts. Human nature flows toward to decay and death. In other words, disease is a natural possibility of nature.

Man could not succumb to this weakness of his nature. He could overcome it through his union with the incorruptible and eternal God. After all, this was God's plan from the foundation of human. However, this union depended on the free will of man. If the protoplast led his free will to the obedience of God's command and not to himself, then disease would not be a physical reality as it is nowadays.

In present, is impossible for weak human nature to be obtain the final and real cure by itself. Not only free will is needed, but also divine intervention. This takes place in the person of Jesus Christ. Through all kinds of treatments He performed, Jesus showed that sickness is something not desirable in humans' life. He came bringing salvation to humanity as a cure for the sick human nature. Jesus presents Himself as healer of soul and body. He told us about that. "Go back and report to John what you hear and see. The blind receive sight, the lame walk, those who have leprosy are cleansed, the deaf hear, the dead are raised, and the good news is proclaimed to the poor. Blessed is anyone who does not stumble on account of me" (Matthew 11:4-6).

In addition, it should not be forgotten that as seen in many miracles, Jesus was more interested in mental health than anything else. For this reason, He mentioned to any human who offered treatment to sin no more. An example of a truly healthy person is only the one of Jesus. Not due to the fact that He was God, but because His human nature was free from inherited perishability and constantly united voluntary and freely with God, transcends decay and death.

The disease is understood better in comparison with the normal state of person which is health. According to Saint Basil of Caesarea, health is the situation of balance between the natural forces. In other words, sickness is a physical idiom of human nature and health is just the situation of balance between the forces of life and the opposite forces. When human is healthy, disease is existed inside him and just the weakening of one of the defensive systems is needed in order to be showed. Sometimes it spreads dangerously with the knowledge of the patient.

3.2 Benefits of disease

Saints and Holy Fathers of Church confirms that diseases have many benefits. Saint Isaac of Nineveh said that everyone benefits from diseases, depending on the situation in which they live and the level of their faith. Saint Ignatius Bryanchaninov states that a disease is greater benefit than a miracle.

Saint Paisios said that a healthy man is not healthy. Is better to suffer from something. The benefits from his diseases were greater than his whole asceticism until then. Diseases offer mental goods. It cleans man from sin. Man's soul is like gold and sickness is like fire which cleans it. The more someone suffers from a disease, the more is purified and sanctified, as much as a man is patient and accept it with joy.

Thus, through the eyes of a spiritual man, disease has many benefits. Moreover, according to Gospels, when a person healed by Jesus, the treatment was the cause of the preparation for the meeting with God. Disease can soften the hardness of the heart that characterizes modern humans. With illness a man can become more careful and humbler, realizes the weakness of his nature and trust his life into God's hands.

In conclusion, it can be said that body diseases are a means of cure for the disease of the soul, which is superior to body. Whoever, participates in the Passion of Christ, will undoubtedly participates in His Glory. Those who unreservedly endure serious illness will be received by Christ as great martyrs.

3.3. Treatment of the disease

In front of the reality of illness, man should find a way to face it. Absolutely it is easier to talk about, rather than experiencing it or enduring it personally or through a loved person. Rarely someone can treat pain with apathy. Church understands the weakness of man, mentions the sicks, so that God may give them strength and consolation.

Humanity searches to be free from diseases through medical science and the advancement of technology. This is an illusion due to the fact that no matter how hard doctors and scientist try, they can only prolong life, which is not the expected solution.

In order to be able for someone to properly treat disease, some requirements are needed. Deep faith to God, to His Love and to His Providence and above all to have patience. Jesus mentioned about patience and for instance not about fasting and vigilance because without patience no one can face difficulties and sufferings of life. Job's patience saved him and set him an example for this virtue.

Pray strengths patience because through it man asks from God to help him and give him patience in order to deal properly with illness. Moreover, pray is a way that man expresses the surrender of himself to God.

Another way of dealing with illness is thanksgiving. In front of a man who endures with courage and without grumbling, God can only pour out consolation and joy in his heart. According to Saint Anthony the Great, the object of thanksgiving is God's love, which sends diseases and trials to human in order to heal him and save his immortal life. So as human thanks doctors for medicines even though they are bitter because they will heal his perishable body, it is more fitting to praise the benevolent God.

4. DISABILITIES

4.1. Disabilities or special needs

The diversity of modern society is seen at various levels of social action and life. It is not only the different races, the gender, the religion, financial situation, profession, that sets people apart and makes them unique, but also physical condition, illness, disability.

Despite the fact that, children with disabilities are minority in society, in essence they are sensitive and remarkable part of it.

December 3rd of each year has been designated as World People's Day with Disability. Gatherings are taking place, a lot is being written about rights of these people who have previously been described as "People with special educational needs", "people with special needs", "people with disabilities".

People with hearing problems, the deaf and the hearing impaired, also belong to this category. Although some deaf people do not feel that they have a disability, as well they see deafness as a characteristic element of their personality. They communicate using the sign language, which is their connecting link and makes them a unique cultural and linguistic community with its own history and tradition.

The terms "special needs" or "disabilities" are an umbrella terms for a wide array of diagnoses. Disability is an incurable functional impairment that is congenital or occurs later in child's life and somehow prevents the fulfillment of some basic needs. According to the World Health Organization, the words "impairment" and "disability" are defined as:

- Impairment: Any loss or abnormality phycological, physiological or anatomical structure or function.
- Disability: Any restriction or lack of (as a result of impairment) ability to perform an activity in the manner or within the spectrum of activities, which considered as normal for a human being.

People with special needs or disabilities may be concluded:

- People who are blind or with partial vision.
- People with learning or mental disabilities.
- People with deafness or hearing problems.
- People with physical disabilities.
- People with long-term illnesses.
- People with mental problems or phycological difficulties.
- People with acquired brain damage.

When a phrase such as "disabled young person" is sounded, then tends to convey a message that the most important worth mentioning about this person is his disability. It is much better to hear a phrase like "young person with a disability", because this emphasizes the person first without rejects the reality of disability. Terms like handicapped, invalid, cripple, spastic are offensive and derogatory and should be avoided.

3.2. Pastoral care for children with disabilities

In the rich Greek language, the word shepherd (pemenas called in Greek), where pastoral (pemanteke called in Greek) origins, is synonymous with the word herdsman.

God in Old Testament wishes to offer shepherds to His people to catechize them. It is concluded that pastoral is not a simple ecclesiastical case but is science. As a result, pastoral is "art of arts and science of sciences", in order to introduce the man in Church and lead him to the Kingdom of God. Jesus Christ calls all humans, without restrictions and criteria.

Church embraces people and especially children with disabilities and illness. By doing this, helps them feel that they belong to the Body of Christ, where all His members are dignified and precious. Church's care for all these people is a consequence of not only the holy perception about the sacredness and dignity of human being, but also of the effort to emulate the model of Church's founder Jesus Christ, in the ministry of the faithful who are the members of His Body.

The word dignity is not a theological term. It is more philosophical or legal term. On the other hand, the content of this term, by meaning the unique value that characterizes humans is accepted by Church as a basic teaching. In other words, Church teaches us that every single individual is a sanctuary and decent being.

3.3. Jesus Christ is an exemplar

Jesus Christ during His times on earth, did so many miracles and healed many persons who nowadays are considered people with disabilities. All his actions declare that His salvation mission and work include all humans without exception. In addition, it can be said that Jesus despite the fact that cares about all individuals, shows more interest for those who are sick, afflicted, neglected and doleful. Jesus said, "It is not the healthy who need a doctor, but the sick" (Matthew 9:12).

Moreover, many times Jesus leaks out that love and care for those who are suffering, disabled, and poor will have retribution from God. "But when you give a banquet, invite the poor, the crippled, the lame, the blind, and you will be blessed. Although they cannot repay you, you will be repaid at the resurrection of the righteous" (Luke 14:13-14). Alongside, He teaches us that those people will claim the Kingdom of God. "So, the slave returned and reported this to his master. Then the owner of the house became angry and said to his slave, Go out at once into the streets and lanes of the town and bring in the poor, the crippled, the blind, and the lame" (Luke 14:21).

3.4. Pastoral Psychology

Jesus says, "Come to me, all you who are weary and burdened, and I will give you rest" (Matthew 11, 28). Thus, priests who are authorized to continue the work of Jesus on earth, have among their worries the care of people and mostly kids with disabilities. In each priesthood, these people should be noticed carefully and through the guidance of Gospel, the lives and examples of Saints and the abilities of clerics, come into the ecclesiastic society with the other believers and with God.

Many Saints who have applied in their lives God's Will and Speech, when they came to their pastoral work, they do not stop to preaching faith and love. They became great examples for imitation with their charity works and embrace sicks, weak, poor, strangers and people with special needs, regardless the fact that they were Christians or not.

Recently in Church, the sector of Pastoral Psychology has been developed which aims at the utilization of knowledge of psychology within the area of pastoral work. By the way, an attempt has been made in order to correlate the psychological events of humans' life, like a decision, a desire or an action through life with Jesus. An integral part of Pastoral Psychology is Counselling Pastoral, which is Pastoral Psychology's practical apply.

Finally, it is noticed that the contact between Church and people with special needs, should begin from the early year of their age and is significant the presence and assistance of their parents. As they get old, Church must have a fully direct relationship with them.

5. CANCER

5.1. Approaching

Cancer is one of the most unwelcoming visitors for humans and usually does not come alone but is accompanied by other unwanted visitors. it is one of the toughest experiences of life, not only for the patient but also for his people. If this is happening to every human being, how much more significant is when it showed up to a child, who is to the prime of his life. The diagnosis process is more difficult for children and their families due to the fact that very often they need to undergo to painful and frightening tests. The treatment period is not better, because the procedures are usually unpleasant for the kids and their parents, both physically and mentally. Parents are worried about whether their child's cancer will be cured or not and they do everything they can in order to minimize suffering. On the other hand, the sick child himself may worry about his family and may not reveal his worries and feeling in order to protect them.

These are some of many other difficulties such as phycological, financial and social, which are faced by a family with a child with cancer. The kid and his family are in a sensitive position in society, which has an obligation to provide them the appropriate support and care. How much it fits with in Church. In every Divine Liturgy and in other Prays, Church prays for the sicks and this is the best way of assistance because God is begged to send divine help and consolation to support them. Moreover, Church will be able to offer on a more practical level like imitating Jesus, who showed great love and interest in sicks and in the end, He cured them with many miraculous ways.

5.2. Childhood cancer

The term childhood cancer is used to describe the cancer illness for children before the age of 15 years old. Pediatric cancer issues are rare compared with the proportion of all cancers and its range is between 0,5 % and 4,6 % of total percentage.

The type of childhood cancer is significantly different from other types of cancer. In general, leukemia accounts about one-third of all childhood cancers. The other most common malignancies are lymphomas and tumors of the central nervous system.

There are also various types of tumors that occur almost exclusively in kids, such as neuroblastoma, nephroblastoma, myeloblastoma and retinoblastoma. Cancers of the breast, lung, colon and rectum typically occur in adults and are extremely rare in children. Today, only a few factors of childhood cancer have been detected. These include ionizing radiation and ingestion of the hormone diethylstilbestrol during pregnancy. Nevertheless, it is argued that most childhood cancers are likely to have been caused by random changes occurred in cells. So, when a child develops cancer, there is nothing special that parents or kid himself could look out in order to prevent it from happening. Most cancers are not initially accompanied by specific signs or symptoms, which can lead to delayed diagnosis. In cases where kids undergo regular medical monitoring, there is a great chance that the cancer will be detected early.

5.3. Pastoral care for children with cancer

The second leading cause of death in children worldwide is cancer. Thus, Church cannot ignore the existence of a group of its kids suffering of cancer and its complex effects on their lives.

Church through the ages, imitated Jesus and continued His work, like the care and service of all kinds of sick. Holy Fathers of the 4th century mentioned that medical science is the most appropriate example of charity and love in action. Based on this theory, a lot of institutions are established, which care of these people. Very often these charitable institutions connected with monasteries, where the monks provided the necessary medical and nursing care. Saint Basil the Great Bishop of Caesarea, whose monastery rules are followed by all orthodox monasteries until today, established a town of charity outside his city, where monks took care of the pour and sick. Even Saint Basil the Great used to collaborate with monks.

In Byzantium there was a byzantine hospital, where the best doctors are appointed. These doctors should be faithful and before examining a patient, they had to sign a psalm and then to do their job. Moreover, hospital was a training medical center. Also, a library was including in the building in order to facilitate the learning. The most important thing was the presence of a priest, who was responsible for Holy Liturgies and the Holy Confession. All this ideology was based on the concept of total care of body and soul, which

are inseparable elements of humans and they interact with each other positively or negatively. All the above made the hospital a place of truly life instead of a place of death.

Therefore, as in the Byzantine Empire, Church played an active role in the promotion and provision of medical care, establishing hospitals, hiring medical staff, organizing and systematizing care, with the intention of offering many benefits for people who were in need.

Even today, Church is called to meet the needs of its children and their families, by establishing appropriate institutions, where not only physical care, but also spiritual care will be offered unconditionally.

Many societies and governments already have taken care to set up suitable centers and institutions, which provide a total care and also sometimes the presence of a priest is allowed for spiritual needs. Still, only Church really knows and realizes the deep human quests and has the means to fulfill them through Holy Mysteries. In addition, Church has the only weapon which can defeats death. This is the faith in Jesus's Resurrection. In these institutions there is not only priests who represent God, but also every member of the staff. All together embrace the sufferings and go with them and lightening their weights like Jesus would do.

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Aspectos interdisciplinares para la investigación educativa en la estructuración del Conocimiento

3. The Effects of Teleworking in Human Resources Correspondence by COVID-19 and the Impact on Human Resources

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ABSTRACT

The pandemic has forced many businesses around the world to turn directly to remote work and transfer their activities to Internet. Under these conditions, remote work technology was found suddenly in the spotlight. Maintaining competitiveness in this new business and economic environment requires new strategies and practices. In just a few months, the COVID-19 crisis has brought years of change to the way companies operate in all sectors. We are seeing more and more the seriousness of its financial implications COVID-19 in the business world. We study the Great Resignation as well. HR had to redesign and redefine how it works in the workplace. Many consider that this transformation did not take place in a smooth way for sure though benefited the industry and helped it evolve. This work tried record the impact of the pandemic on workers and the impact that remote work has in their efficiency.

KEYWORDS: Human Resources and COVID-19, Teleworking, Workload Balance, The Great Resignation, Digital Transformation.

1. INTRODUCTION

A year has passed since the World Organization Health declared COVID-19 a pandemic. Hundreds of millions of people were confined to their homes, millions lost their jobs, and even more work away from home. The online dictionary of Cambridge defines telework as: "A state in which one employee works mainly from home and communicates with the company through e-mail and telephone This term, however, does not first appeared due to the COVID-19 pandemic, remote work dates much earlier.

2. NEW DATA - TELEWORKING

The transition from traditional work to remote work undoubtedly began with the adoption of work policies from home in 1970s, as the rise in gasoline prices caused by the OPEC oil embargo in 1973 made transportation more expensive. These policies have allowed people to avoid the natural offices and prefer their home offices, business prem-

ises or other locations, such as cafes and public libraries, for a few days, or on a regular basis part-time or full-time, with the expectation that they would come to the office occasionally. Employees often had to control their programs, allowing them to have time for others occupations. They saved time by moving less while tending to take fewer days of sick leave. The term teleworking was coined in 1973 by NASA engineer Jack Nilles and appears for the first time in his book, the Trade Telecommunications Transport. Nilles, who worked for NASA and completed his work remotely, researched and developed a hypothesis in which he demonstrated how teleworking could compensate for traffic congestion and resource conservation. His model was used immediately and, in 1978, the US government passed as a bill a flexible labor regulation policy, which granted flexible and compact schedules for federal employees. The 1979 Five IBM employees are allowed to work from home as part of an experiment. By 1983, that number had risen to 2,000 in the 1980s, giant companies like JC Penney, gave in call center staff choosing to work from home, in order to minimize costs and provide incentives in employment. Similarly, many other companies began to notice importance of computers and incorporated it into their daily functions. At that time, Bill Gates launched his famous operating system Windows, which marked the beginning of business computing. In 2010, 35% more Americans began choosing work from home at least one day a week. According to a survey, 35% of these employees worked from home Mondays and Fridays. In 2010, President Obama signed into law strengthening teleworking, which allowed federal officials more support and protection so that they too can work from home. Until then it was not just technology workers and sellers who worked from home - but professionals of the private and public sector. Since 2010 this change in American labor habits continue to gain ground. Social networking applications experienced great growth, especially for communication between offices (e.g. Yammer in 2008 and Slack in 2013) while programming based on Cloud services have made multi-site collaboration not only easy but safe and productive Remote work has been done just as well effective and rewarding if not more so than ever before office. By 2012, it seemed that teleworking would be a widely accepted and coveted job setting, until Yahoo CEO Marissa Meyer announced that the company would no longer allow teleworking. Although many experts believed that the move could have a negative impact on teleworking as a whole, did not, and today some of the largest Businesses around the world offer telecommuting jobs. Thanks to the constantly evolving technologies such as Skype, Facetime, Slack, Zoom, Google Hangouts, and cloud computing, no longer need to be in a full-time office to be a productive team member. In fact, many types of work can be done equally effectively, if not more, than a home office. But even for companies with strong remote work infrastructures exist often challenges for the employees themselves. Many employees have minimal to no experience working remotely. This means that may have problems dealing with the

necessary technology, the distraction management, maintaining organization at home or a number of other concerns.

3. THE ROLE OF TECHNOLOGY IN NEW DATA

The pandemic has forced many businesses around the world to turn directly to remote work and transfer their activities to Internet. Under these conditions, remote work technology was found suddenly in the spotlight. Maintaining competitiveness in this new business and economic environment requires new strategies and practices. Fortunately, technology has helped employees stay connected and productive, to such an extent that large technology companies plan to maintain the status of remote work and beyond from the pandemic. Technology has played an important role in the big one this change. Old-fashioned computing has given way to the cloud computing, artificial intelligence technologies and their automation works. Developments in network connectivity, digital devices and software allowed businesses to adapt directly to changing work landscape. A new generation of Wi-Fi (called Wi-Fi 6) is ready to provide increased bandwidth with speeds up to 9.6Gbps.

The workers use laptops in conjunction with virtual private networks (VPN) to securely connect to cloud services and obtain access to corporate files. For architects and engineers who need specific tools exist software such as bluebeam and Autodesk while the equipment is provided by the companies in order to facilitate the work tasks. Video conferencing tools allowed employees to stay connected and maintain the continuity of their workflow. Collaborative software such as Microsoft Teams, Zoom, Cisco Webex and Slack have supported the communication needs of companies.

Remote work has also led to an increase in software employee monitoring. Tools like ActivTrak, Teramind, Hubstaff and Time Doctor give managers access to individuals data, including employee's screen usage time, the activity of the computer mouse, the downloads of their screens employees at any time and even their GPS location. "Always On" helps management assess whether employees are having difficulty disconnect from work, while "Isolation Identification" shows the employee participation in virtual meetings to determine the level their cooperation and connection with the team.

4. HOW COVID-19 ACCELERATED DIGITAL TRANSFORMATION

In just a few months, the COVID-19 crisis has brought years of change to the way companies operate in all sectors. According with a McKinsey Global Survey, companies have accelerated digitization of their functions by three to four years. Almost all respondents answered that their companies have found at least temporary solutions to meet many of their new requirements and much faster than they thought possible before

the crisis. In addition, respondents expect most of these changes to be long-term. While when executives were asked about its impact crisis in a number of measures, responded that funding for digital initiatives has grown more than anything else - more than increases in costs, the number of people in technological roles and number of customers. Maintaining competitiveness in this new business and economic environment requires new strategies and practices. The research findings show that: most respondents recognize the strategic importance of technology as a critical component of the business, no simply as a source of cost-effectiveness improvement. The new challenges facing the HR department and the employees.

Many new challenges have arisen for the human resources department against the duration of covid, as this pandemic has completely changed the normal business operation. As the impact of the coronavirus pandemic COVID-19 spreads, HR Managers, are under great pressure to reduce business costs, but it is particularly important to avoid spasmodic movements that may have incalculable costs. Human resources leaders face pressure budget, which due to the conditions has been drastically reduced in majority of businesses, therefore, must increase operational efficiency, while managing the risks associated withcost initiatives Given its significant economic implications COVID-19 pandemic, many employers of all sizes are unfortunately struggling due to the sudden economic downturn.

There are many different options that companies can use to reduce costs payroll in the coming months - or possibly more - depending on their size Human resource leaders must act to identify short-term profitability gains, including reduce costs while managing the risks associated with these cost decisions. In the case of Human Resources, this means primarily protecting their experience and productivity employees. The challenges that companies face vary depending on location, sector and size of their company, but it is clear that many businesses should greatly reduce costs. The hrm challenges against during covid include the organization of people working out support for their mental health and well-being motivation and involvement of employees. But instead of lay off employees or reduce wages, companies must seek alternative corporate strategies, such as the use of technology for support work from home or review costs for budget extension

5. ACQUISITION AND RETENTION OF TALENTS

We are seeing more and more the seriousness of its financial implications COVID- in the business world. It seems that, week by week, we see more companies and industries laying off staff, to reduce working hours and put their hires on hold. This is something that affects everyone involved. Businesses may need to work with outside partners instead of permanent staff at a higher rate than usual. An employee should wonder how important a company's reputation is when no one else hires. It's a stressful time for both

of employers and employees. Even in the eye of this storm uncertainty, however, companies want to retain all their talent. Keeping your workforce committed remotely In the past, human resources had the relatively simple task of maintaining them dedicated and productive employees. The devoted, the motivated teams produce better results with greater consistency. But how is this type of connection maintained remotely? Someone just has to give pay attention to the news, right now, to see stories of companies that "do it during COVID-19 and focus on their employees. There is a logic to this, even beyond any moral challenge. This kind of loyalty to employees pays off in times of high stress like these.

The companies have incurred unforeseen expenses related to pandemic required for the safety of their employees while make vital investments to support operations in a virtual business environment, while coping with the changing demand standards. The highest priorities of the companies remain the physical and financial well-being of their employees. However, in the middle increased concern about the impact that the virus will have on their activities, companies have begun to implement control measures costs. Recruitment seems to be greatly affected, with four out of 10 companies to have frozen or reduced recruitment.

Also since traditional forms of training are no longer an option, human resources must be creative and embrace digital learning through online platforms and tailoring lessons for creating a virtual, modern learning environment. Except recognizing the importance of creating a coherent experience of employees, human resources leaders need to adapt the body culture to better fit a remote workplace. The workplace is no longer associated with a physical space, but rather defined from many hours of work and online meetings. It is more important than never for the Human Resources to approach its workforce with one different way, so as not to risk the dissolution of its culture organism in an environment of isolation, stress and fatigue that sets in risk productivity, on-the-job learning and retention employees.

6. PERSONAL DATA OF EMPLOYEES - NEW CASE LAW

Teleworking is a form of organizing and / or performing work that uses information technology, under a contract or employment relationship, where a job that could also be performed on its premises employer normally runs outside of these facilities. Maybe for many this form of work may be a new reality, but it is the truth that teleworking has been around for several years. At European level legal frameworks exist already that protect both the employee and the business.

Human resources departments must follow existing legislation and adapt the policy pursued by one business. On 20 September 2001, CES (and the EUROCADRES-CEC Association Committee), UNICE-UEAPME and CEEP have announced their intention

to launch negotiations with a view to reaching an agreement to be implemented by the member organizations of the Parties to the Agreement in the Member States and in their countries of European Economic Area. Through these negotiations, the social partners wanted to contribute to the transition to the economy and knowledge society as decided by its European Council in Lisbon. (June 2000).

Teleworking covers a wide range of situations and practices that are subject to rapid developments, but its main points agreement of the Member States are:

i. The Voluntary character Teleworking is voluntary for those interested, employee and employer. Teleworking may be part of the initial job description of employee or there may be an ex post agreement. The transition to teleworking alone does not affect the employment status of the teleworker, changes only the way in which the work. An employee's refusal to accept telework is not from the sole reason for termination of employment or change of conditions and employment conditions of this employee.

ii. Employment conditions In terms of working conditions, teleworkers enjoy the same rights, guaranteed by applicable law and collective contracts for comparable employees within the company's premises. However, to take into account the specifics of teleworking can special additional collective or individual contracts are required.

iii. Data protection It is up to the employer to take appropriate action, in particular in relation to software, to ensure the protection of the data used and are processed by the teleworker for professionals reasons. The employer informs the teleworker about all the valid ones provisions and rules of the company concerning data protection. It is up to the teleworker to comply with these rules. The employer informs the teleworker in particular about:
   • any restrictions on the use of IT devices or tools such as the internet
   • penalties in case of non-compliance.

iv. Private life The employer respects the privacy of the teleworker. If put into operation any control system, this must be proportionate to the purpose and to be introduced in accordance with Presidential Decree 398/94 on visual display screens.

v. Equipment All matters relating to work equipment, liability and costs are clearly identified before the start of teleworking. Generally, the employer is responsible for supply, installation and maintenance of the necessary equipment for normal teleworking, unless the teleworker uses its own equipment. When teleworking is performed normally, the employer covers the costs directly related to this work, in particular the cost of communications. The employer provides the teleworker with appropriate technical assistance. The employer is responsible for the costs associated with loss and damage to the equipment and data used by the teleworker.

The teleworker takes care of his / her equipment available and does not collect or distribute illegal material via the internet.

vi. Health and safety The employer is responsible for the protection of health and professional safety of the teleworker, in accordance with the provisions in force. The employer inform the teleworker about the company 's policy regarding occupational health and safety, and in particular those relating to optical monitors illustration. The teleworker applies the applicable safety provisions at work. To check the correct application of the provisions on hygiene and the employer, the employees' representatives and / or the competent authorities have access to the telework site, as provided by the applicable provisions. If the teleworker works from home, this access is subject to notice and in the prior agreement of the employee. The teleworker has the right to request an inspection at the workplace.

vii. Organization of work The teleworker determines the organization of his working time within the framework of existing legislation, collective agreements and regulations of businesses. The workload and performance criteria for teleworker are correspondingly to those of comparable employees who work within the employer's premises. The employer ensures the download measures to prevent the isolation of the teleworker from the rest company staff, enabling him to meet them his colleagues at regular intervals and have access to the information provided that concern the business.

viii. Training Teleworkers have the same access to training and opportunities their professional development with comparable employees who employed are at the employer's premises. They are subject to the same policies evaluation with other employees. Teleworkers accept appropriate training focused on the technical equipment available to them and in the characteristics of this form of work organization. His supervisor teleworker and his immediate colleagues may also be in need of training for this form of work and its management

ix. Collective rights Teleworkers have the same collective rights as employees at business premises. There can be no obstacle in their communication with employees' representatives. The teleworkers subject to the same conditions for exercising the right to vote and to stand for election to the representative bodies of the workers where provided. The teleworkers are counted to determine their total number employees in the company or holding whenever this number is taken into account for any reason in the current legislation. The branch of the company on which the teleworker depends for the exercise of his collective rights is determined by the authority. The Employees' representatives are informed and advised on the introduction telework as provided for in the provisions on unions and trade unions organizations of L.1264 / 1982 and councils of employees of L. 1767/1988 as in each case apply.

7. TELEWORKING AND WORKLOAD BALANCE

Teleworking widely used as a global policy to protect society from the spread of coronavirus disease (COVID-19) since the end of 2019. Indonesia is the highest confirmed cases of COVID-19 in Southeast Asia, with 63.749 cases (data on the 5th July 2020 by COVID-19 Dashboard of CSSE by Johns Hopkins University). Due to the increasing cases, in February 2020 Indonesian government issued a policy to home-based teleworking (working from home) and avoid people gathering together at the same place. Teleworking is a work arrangement in which employees perform their regular work at a site other than the ordinary workplace with supporting technological connections (Fonner & Roloff, 2010; Nakrošienė, Bučiūnienė, & Goštautaitė, 2019).

Teleworking has been referred to as telecommuting, remote work, Flexi work, working from home, and other terms (Allen, Golden, & Shockley, 2015). Teleworking has been investigated concerning workrelated outcomes, one of them is job satisfaction.

The concept of teleworking is still questionable, especially working from home concept, is it a good work or a bad work (Gajendran & Harrison, 2007), (A. M. Dockery & Sherry Bawa, 2014). Teleworking allows workers to work at home using requires technologies to connect (Belzunegui-Eraso & Erro-Garcés, 2020). Studies suggest that developing countries (as Indonesia) have growing cases of nonstandard working time arrangements (A. M. Dockery & Sherry Bawa, 2014), especially during teleworking or flexible working. This may cause work overload (workload) and increasing job stress related to job satisfaction. Workload and work pressure is one of several factors that restrict use in the concept of telework (Downes & Koekemoer,2011). Workload caused stress and decreases job satisfaction (Liu & Lo, 2018).

Workload related to the psychological job stress and have strongest relation with frustation and anxiety. During teleworking, sometimes workers bring their work and can not make a work arrangement that caused long work hours. Workload affect psychologically and mentally for the workers, and caused decreasing job satisfaction.

Inconsistent findings reported by several researchers. Telework is positively affected job satisfaction (Gajendran & Harrison, 2007; Hsu et al., 2019). However, Golden & Veiga (2005) suggest that not all frequencies of teleworking related to job satisfaction.

Based on this research gap, the first objective of this research is to investigate the direct effect of teleworking on job satisfaction. The second objective is to determine the indirect effect of teleworking on job satisfaction through workload balance. This study provides a theoretical and practical contribution. For theoretical contribution, this study provides a model explaining the relationship between teleworking, workload balance, and job satisfaction for public sector workers during a pandemic. For practical contributions, this research provides a deep understanding for the public sector to enhance their job satisfaction when doing teleworking with the workload balance management concept.

8. ADAPTATION OF THE HUMAN RESOURCES DEPARTMENT - NEW PRACTICES

The pandemic has forced many businesses around the world to turn directly to remote work and transfer their activities to Internet. Under these conditions, remote work technology was found suddenly in the spotlight. Maintaining competitiveness in this new business and economic environment requires new strategies and practices. In just a few months, the COVID-19 crisis has brought years of change to the way companies operate in all sectors. We are seeing more and more the seriousness of its financial implications COVID-19 in the business world. It seems that, week by week, we see more companies and industries laying off staff, to reduce working hours and put their hires on hold. This is something that affects everyone involved. Businesses may need to work with outside partners instead of permanent staff at a higher rate than usual. COVID-19 has changed the way companies operate worldwide, creating a complex and challenging environment for managers and their human resource management professionals, who need to find intelligent solutions to ensure the continuity of their companies and help their employees to deal with this emergency.

First the question to be answered by a human resources manager s whether the company's workforce is able to work remotely. In addition to the nature of the work provided, it should be carefully examined whether employees have the necessary equipment for providing their services remotely. Except of course the electronic computer and fast internet connection, employees will need and software -Erp, Crm- which are necessary for the smooth operation of human resources. So the main concern of the company is securing the infrastructure for work, as it is not self-evident that one employee owns it. In the event that one or more employees do not have the necessary supplies for the company to provide their work remotely he must inform him of his security plan so that he does not feel exclusion.

Important aspect of proper pandemic crisis management by the HR department is also the creation of a culture of positive distance cooperation. Employees in order to be able to perform on these unprecedented circumstances should make them feel that their company trusts them while at the same time providing them with the appropriate flexibility in their program. Many of the employees are forced to adapt to a great extent their lives. Some employees are parents who are called in addition to their job to manage and a new daily routine. So a very strict work schedule is sure to lead many workers in exhaustion. The flexibility that one can offer business to its employees will greatly boost their morale. Special Proper scheduling of online meetings is also important. Due to the nature of these meetings, rules should be set from the beginning for their proper and orderly processing. You should for example before meetings to formulate the agenda of issues, as well as to be given the appropriate time for the proper preparation of the participants in discussion. An area in which human management should focus is the evaluation of em-

ployee efficiency. Due to the special conditions and the digitization of many of the functions of the organization, the company must adjust accordingly evaluation mechanisms, as many of the employees for example are more open to new ideas technologies while on the contrary some are afraid to try new digital tools, experiment and adopt them.

Some people are afraid of the negative impact of digital change without being able to realize its positives. It is vital for anyone during this health crisis to maintain and strengthen the process of managing their performance. They should be notified about relevant information about the strategic direction of the company to the employees collect useful data and provide feedback, which will help these organizations maintain their growth and workforce. Education plays an important role in a time of crisis, such as pandemics. Helps to develop the necessary skills of employees, raising awareness about COVID-19, reducing the risk of spreading the virus and preventing mental health issues. It helps also to support employees in the transition process to remote work. In fact, not all employees have the appropriate digital skills to cope with these changes. The main challenge for HRM professionals may be related to development of an educational program adapted to the new reality of the organization and employees and choose the appropriate training methods, taking into account physics measures distancing combined with the need for rapid operation of employees to maintain the business.

This suggests that managers and HRM professionals need to go beyond traditional methods of training. Some countries have implemented government policies for providing financial support to employees and organizations during this health crisis and to encourage them to comply with residence orders at home. In the US, for example, the federal government introduced the interim government paid sick leave, allowing private employees and public sector a 2 weeks paid sick leave for isolation, COVID-19-related treatment, care of a family member who is infected with COVID-19 and child-induced care from the closure of the school or daycare center. Respectively in Greece, the special purpose permit has been introduced. Working parents are entitled to receive the special purpose license in case of suspension of operation, as well as suspension of the lifelong educational operation of supply units / structures care or training, and / or parts there of in the context of treatment and limiting the spread of COVID-19 coronavirus.

The period of the special purpose leave is working time, it is also paid insured, as working time and taken into account for the foundation of each of employees arising out of their employment relationship. From on the days of the special purpose license two thirds (2/3) are covered by employer, and one third (1/3) of the regular budget, after intersection with the data of the Ministries of Finance, Labor and Social Affairs and Home Affairs.

In the case where the remote work is not possible, employers are responsible for protection of their employees during their work. They must ensure that the workplace is free from any risk that may be to them harm them psychologically or physically or cause their

death. COVID-19 has create a new risk for the workplace, representing a a significant source of stress for employees and a significant challenge for HR managers and professionals. COVID-19 is not only a risk to physical health, but it is also a significant risk to the mental health of individuals. May be psychologically aggravating for employees working from home, to they feel isolated and torn between their work and their privacy. For this reason the company must make it clear from the outset boundaries between professional and personal life. Employees who are required to provide their services with physical presence may return to work for fear of infection by the virus or its transmission to their family, which may increase the level of stress as well as the risk of mental health problems, especially for employees who faced high psychological demands at work, before the pandemic. The main challenge for managers is to offer to the workforce potential of the feeling that the company is acting to promote the mental health in its workplaces. As proposed by the European Agency for Occupational Safety and Health, there are several approaches:

- "health circles" to identify and discuss problems and to find solutions based on employee involvement
- establishing mental health policies and related issues such as violence and harassment in the work environment or the integration of mental health issues in the general policy on health and safety at work within it business,
- providing training to the executives of the company, for its management the way in which the symptoms of stress are recognized in employees, as well as ways to find the right solutions to reduce their stress employees,
- conducting research among staff, using anonymous questionnaires to determine what is causing the problems orconcern to employees at work
- evaluation of the measures and programs implemented, based on feedback process from employees,
- portals to inform all staff members about measures and programs implemented in the workplace with a view to enhance mental well-being,
- courses / training of employees on how to deal with stress situations,
- Free advice on various and frequently conflicting topics concerning the private or professional life of all employees (and it is better to do this within the daily schedule working).

Finally, the development of COVID-19 vaccines has brought hope to all but has also created two additional new challenges for businesses, in particular the management of the vaccination campaign in the area as well as the discussion on compulsory vaccination. The thing is extremely thin, it may also be necessary to legislate which has not been done yet. In any case, however, you need good faith to preside over the consultation between employee and employer.

9. THE GREAT RESIGNATION

The pandemic has forced many businesses around the world to turn directly to remote work and transfer their activities to Internet. Under these conditions, remote work technology was found suddenly in the spotlight. Maintaining competitiveness in this new business and economic environment requires new strategies and practices. In just a few months, the COVID-19 crisis has brought years of change to the way companies operate in all sectors. We are seeing more and more the seriousness of its financial implications COVID-19 in the business world.

We study the Great Resignation is the continuing tendency of employees to voluntarily leave their jobs, from the spring of 2021 until today, in response to the COVID-19 pandemic. The term Great Resignation most likely invented by Anthony Klotz, a professor of management at Mays Business School of the University of Texas A&M. The organizational psychologist Dr. Anthony Klotz described the phenomenon as "the Great Resignation", as the workers are starting to leave their jobs at higher rates observed since the Bureau of Labor Statistics (BLS) started collecting this data in 2000. This trend, according to Dr. Anthony Klotz, is not just due to uncertain months of the pandemic - but also because people just feel exhausted. In March and April 2020, 9.3 million were laid off employees, while the resignation rate was subsequently reduced to a low of seven years of 1.6%. Many of the layoffs and resignations concerned women, who worked in the industries most affected by lockdowns, such as the service industries and childcare. However, as the pandemic continues, workers paradoxically quit their jobs in large numbers.

This is happening despite ongoing labor shortages potential and high unemployment. The COVID-19 pandemic has allowed workers to reconsider their careers, working conditions and long-term goals. As many workplaces tried to reinstate their employees in offices, employees wanted the freedom to work from home choice given to them during the pandemic In addition, many workers, especially at younger ages, seek to earn a better one work-life balance. According to a recent Microsoft survey, 41% of workers are considering quitting their jobs this year while 46% states that they are likely to change jobs because they can now work from distance. Meanwhile in Germany, Europe's largest economy, over a third of businesses said they had staff shortages in July. It was the highest percentage in three years, according to a study by the institute Ifo. One of the reasons for the departure of employees is because of the impact of the pandemic as people re-evaluate their careers and workplaces.

In other cases, employees want to continue working out and their employers no longer offer this option. While based on the Adobe Survey, a survey of 3,400 employees at United States, United Kingdom, Germany, Australia, New Zealand and Japan, found that more than half Gen Z employees (between 25 and 39 years old) plan to look for a new job next year. They are the least satisfied generation in work, with only 56% satisfied with the work-life balance and life and 59% with their work overall.

10. CONCLUSION

Human resources are the most valuable asset of a business or while being the main competitive advantage for achieving business objectives. For this reason, the need for those in charge is considered imperative HR Managers, to harmonize the business policies, based on the needs of their employees and especially those based on the circumstances. The last two years are the impact of the decisions that can be seen more than ever personnel department, in the development of a business. Human resources managers were at the center of these unprecedented changes caused by the pandemic worldwide.

Had to lead to the new health and safety requirements, to support the directors of other departments in the new regularity, in some cases to reduce the number of employees, without paralyzing the production process. A lot has changed since the beginning of the pandemic These changes have affected not only the present but also the future of business. COVID-19 has had many negative effects - extreme health risks, high unemployment, business closures and social division, but according to human resources analyst Josh Bersin, his field staff human resources can benefit from this situation.

The Human resources teams are inventing new ways of working, new models for jobs, new ways of learning and new ways of paying, incentives and reward people. But for all this to happen, the the professionals of human resources had to acquire new skills to complete tasks that were not necessarily prepared earlier. During this unprecedented transition to the digital workplace, the role of human resources has changed. HR had to redesign and redefine how it works in the workplace. Many consider that this transformation did not take place in a smooth way for sure though benefited the industry and helped it evolve. This work tried record the impact of the pandemic on workers and the impact that remote work has in their efficiency. Many employees feel that it will be difficult to go back to how things were before COVID crisis19. The pandemic is likely to lead to permanent changes in consumer preferences and buying behavior, business models and ways of working.

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4. Vocational guidance (orientation) to students of intercultural schools

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ABSTRACT

Counseling and Vocational Guidance is an institution that is part of a broader framework of support structures that exist in the School. This paper studies the views of teachers in the intercultural schools of Arta regarding the implementation of Counseling and Vocational Guidance in the context of intercultural education. The research was conducted in the period April-May 2022. The results show that teachers agree on the great importance and necessity of implementing Counseling and Vocational Guidance in Intercultural Schools. They know the fields of application of the two concepts and recognize the individual needs of the students. However, the activities carried out are limited and involve individual and individual initiatives and not organized actions.

KEYWORDS: Intercultural Education, Counseling, Counselor, Students, Vocational Guidance.

1. INTRODUCTION

Students in intercultural schools come from different backgrounds (economic, social, religious, cultural). Language barriers, different value systems, and other parameters are constraints that threaten people with social exclusion. The development of a positive attitude of these students, in school and in society, combined with skills related to critical thinking, collaboration, communication and decision making are areas of application of Counseling and Vocational Guidance.

Teachers at Intercultural Secondary Schools experience their students' problems daily, know their needs and wants better than anyone else, and strive to balance a difficult environment between the Intercultural School and the local community. The field of Counseling has vaguely touched on Secondary Education in general and Intercultural Schools in particular. Of course, the field of Vocational Guidance existed in the form of GRASEP (School Vocational Guidance Offices) in the Lyceums (and Intercultural), which was abolished in 2010 and in the Gymnasiums in the form of the SEP course (School Vocational Guidance), which course was merged with the so-called PROJECT (Experiential actions).

All the above areas of Counseling and Vocational Guidance are in fact absent from the educational process in Intercultural Schools. The absence of these support structures in these schools is covered either through the academic training of teachers, or through the passion and personal interest of some teachers to support their students. by students with different cultural characteristics. All students, native and non-native, are called to coexist creatively, to collaborate effectively in a context of mutual respect, mutual understanding and acceptance of the different and the classmate with the different cultural background. The problem that arises is whether the teachers of Intercultural Schools understand the role and contribution of Counseling and Vocational Guidance in their work, how much they help their students, in this new landscape of education, which is Intercultural Education and Intercultural Schools.

The research that sought answers to the above questions was carried out in the Intercultural Schools of Sapes (High School and Lyceum) in the region of Thrace, an area with a strong multicultural element. Students come from many different Cultural, Religious, Linguistic and Cultural Cultures. Specifically in both schools the students consist of: Indigenous local Christians, Indigenous local Minority-Muslims (Pomaks, Roma and Turks) and non-natives (Returnees and foreigners). Repatriated students include those from the regions of the former USSR with mother tongues such as Georgian, Russian, Uzbek, Armenian, etc. Foreign students, which are in smaller numbers, include Bulgarians, Romanians, Ukrainians, and in even fewer cases, students from Western Europe with their respective mother tongues. For Minority-Muslim students, the mother tongue (Turkish is predominant) differs depending on the origin of the students. Of course, there are cases where the mother tongue can be combined with two or even three languages. However, the official language taught in the Minority Primary Schools based on transnational treaties and laws of the Greek State is Turkish, which is also recognized as the Mother Tongue of the students of the Muslim Minority.

2. LITERATURE REVIEW

2.1. Intercultural Education

The intercultural model of education appeared in Europe in the 1980s. Then the intercultural perception in the treatment of foreigners is gaining ground and is at the center of open discussions and reflections aimed at the acceptance of cultural capital and cultural diversity (Panta, 2006). In Greece, as of July 25, 1977, the European directive was in force, according to which the children whose parents worked in different countries were allowed to attend school. In the context of the European Union, the European Parliament has adopted that the intercultural dimension in the teaching of its students must be promoted. In this way students will be able to properly prepare to live in a society that is constantly changing due to the diverse nationalities living within it. In essence, Law

2413 of 1996 was the implementation of this decision of the European Union (Lagou-dakos, xx).

Intercultural education is very important especially today. Population movements are a phenomenon that is more common than ever. Students of different nationalities, languages and cultures are in one country and must be accepted by the natives. Multiculturalism is a feature that distinguishes all the cities of the countries of the European Union.

The goal of intercultural education is to establish a modern and humanitarian education, where all students will be treated equally. All students, regardless of their nationality, should be given the same opportunities in order to succeed and be treated with respect. This form of education is based on universal human rights and equal opportunities, regardless of the social context in which each person comes from. This is done in order to reduce nationalist tendencies, stereotypes, prejudices, the phenomena of social marginalization of people of different ethnic origins (Lazaropoulos, 2011). On this basis, it is obvious that intercultural education gives glamor to the term democracy (Bereris, 2005) as its primary goal is for all children to acquire the skills and abilities to coexist with their peers even when they are different from themselves.

The principles of intercultural education according to Essinger (in Markou, 1996) are four. It is empathy, solidarity, respect for cultural diversity and the elimination of stereotypes. Empathy is the effort that teachers must make in order to see the world through the eyes of their students, to accept them unconditionally and without any criticism. Those who have empathy learn to accept the other as presented to them without criticizing him or forcing him to reveal more characteristics about himself than he desires. Teacher solidarity transcends the narrow boundaries of groups, races and states and can set aside social inequality and injustice. The elimination of stereotypes and other similar ideas should be the goal of every school and this is because only in this way will the peoples be able to coexist harmoniously with each other. The purpose of intercultural education is to get in touch with anything different, to be able to tolerate diversity, to accept a student from another country and to give him / her space to develop his / her mother tongue, to overcome stereotypes and prejudices, to highlight all those elements that connect peoples to each other even if they differ, to promote solidarity, to resolve conflicts and to bring about mutual cultural enrichment.

2.2. Institutional framework of intercultural education

Law 2413 of 1996 recognized that the multiculturalism of Greek society is a reality in the framework of which rules will be established on Education. Thus, as far as intercultural education is concerned, it was also established on the basis of this law. The purpose of intercultural education is "the organization and operation of primary and secondary schools to provide education to young people with educational, social, cultural or educational specialties" (Lagoudakos, xx). However, this law, although it was the first to put

Intercultural Education issues in the right place, was considered contradictory and vague by education officials and teachers and for this reason it created confusion as it identified intercultural education with the ethnic approach.

Subsequently, certain actions were adopted in 1997-2000 and 2001-2004 when the Business Education and Initial Training Programs (EPEAEK) were created. These programs aimed to improve the performance of gypsy children, foreigners, returnees and Muslim children. Another goal was to improve the conditions for the integration of students in the education system who came from population groups threatened by educational inequality and marginalization (Lagoudakos, xx).

Law 2413 of 1996 established the Institute for Expatriate Education and Intercultural Education with the aim of studying and researching issues of intercultural education. This law also stated that the establishment of intercultural education schools may be approved, by decision of the Minister of National Education. Other important bodies for the defense of intercultural education were considered to be the European Commission, the Center for Intercultural Education, the Intercultural Communication and Education Training Unit, the Center for Intercultural Education of the University of Patras and the Center for Intercultural Education of the University.

From 2000 onwards, great care was taken not to create individual minority schools. Efforts have been made to create new textbooks and new tactics through cultural enrichment and renewal in order to eliminate phenomena such as racism, marginalization and de-socialization (Lagoudakos, xx).

In terms of educational practice and legislation, curricula are used that compensate for the cultural deprivation of children. For that reason (Milesi and Paschaliori, 2008):

1. Reception Classes (T.Y.) are created that operate in support of and in parallel with the "normal classes", first for children of expatriate returnees and then for foreign students.
2. There are Tutoring Departments (TUs) after the end of the courses, to cover any weaknesses and gaps of children from other ethnolinguistic communities.

At the same time, activities are organized by initiatives of University Educators and University Departments, outside the school system, such as:

3. Accelerated classes for learning Greek as a second language in many areas, for the more intensive preparation and entry of the specific students in the "regular classes".
4. Production of intercultural material, in order to significantly assist the foreign student in the experiential use of the Greek language and its correct and rapid learning, on the other hand the teacher in communicating with his foreign language students. The Muslim Children Training Program (PEM) implemented by EKPA in Thrace is a great example of intervention by the University Departments for the faster and more effective learning of mainly the Greek Language.

5. Conducting training seminars for the education of pupils, students and teachers. Such seminars have been organized by the Muslim Children Training Program (PEM) with the example of learning the Turkish language to the teachers who teach in the courses of the program.

At this point it should be noted that intercultural education is based on the parity of cultures, and is an ideal and vision without clear boundaries. Thus, its implementation is implemented by the educational institutions depending on the respective state policy. This relaxed approach results in different educational measures in this area from local authorities and schools in different states (Milesi and Paschaliori, 2008).

2.3. The concept of Consulting

According to a definition of the American Consulting Society Counseling is the art of helping people. It is a process of interaction between the counselor and the person / persons addressed to him / her, which approaches important issues that concern him / her in order to improve his / her personal situation, to alleviate, to resolve the crises he / she is experiencing, to develop the problem-solving ability and be able to utilize decision-making ability (Hadjichristou, 2011a). It can be individual or group. An important field of application is the professional development of the individual. Of particular interest is its integration into education as it is linked to the humanitarian dimension of education. The goal of humanities education is to help students develop their own unique skills and become fully activated and integrated individuals.

Counseling and its interventions aim to improve children's adaptation in all areas, to prevent and promote mental health and to make better use of individual, family and school opportunities. It is one of the traditional dimensions of the school psychologist, but nowadays, due to the financial crisis, the role of counselor is often played by the teacher.

Necessary elements, during the counseling process, on the part of the counselor, are the authenticity, the positive acceptance, the empathy.

2.4. Intercultural Counseling

Intercultural counseling can be defined as "a process based on self-awareness, knowledge about the formation of cultural identity and individual dynamics of difference and power, which consider individuals as wholes within the context in which they live and / or have been socialized" (Arredondo & Clauner, 1992, p. 6). Intercultural counseling takes into account that a person's culture includes dimensions such as gender, religion, sexual orientation, race and social class. Intercultural counseling respects the flag that the cultural context and socio-political forces have in the counseling relationship, even though these are factors that cannot be controlled (Psalti, 2010).

The concept of intercultural counseling has been the subject of scientific debate and research around the world, in addition to the traditional host countries. Greece could not be an exception, which since the 1990s, began to accept a large number of immigrants and refugees. The main problems faced by immigrants are that they lose their family, their culture, their previous social context, their professional and financial situation, etc (Giotsidis & Stalikas, 2004).

Until now, the term multicultural / cross-cultural / intercultural counseling was used in the literature to describe counseling aimed at specific racial or ethnic groups, as the term culture or culture was considered synonymous with the concepts of race or ethnicity. Other dimensions of identity, such as gender, religion, social class, disability, sexual orientation and age, were not taken into account (Hansen et al., 2002).

The provision of intercultural counseling services to diverse groups requires the adoption of a socio-political orientation (Helms & Richardson, 1997) and is a dynamic life-long process (Coleman, 2011; Pope-Davis, et al., 1995). Intercultural counseling should become more holistic, ie it should include all the dimensions of a person's identity: membership of a particular cultural group, historical phenomena, socio-political forces and the cultural context (Arredondo & Clauner, 1992).

Intercultural counseling is not easily reconciled with any of the currents of counseling. On the contrary, the needs for counseling observed in intercultural schools require the adoption of a synthetic model. In this way, counselors can act on the basis of one of the models of counseling or derive from each the elements they need, depending on the case, to create a model of practice that shows cultural influences and sensitivity to cultural issues (Avramidou, 2011). Consequently, effective counselors are those who have an empathy for the culture of others, are willing to express their views on cultural issues and to reconsider the beliefs and views they carry within them (McLeod, 2005). A basic condition for successful counseling support (in intercultural schools) is respect for cultural diversity and understanding of the counselors' problems as a result of a specific socio-cultural context. Intercultural counselors should be able to fully understand other people's problems, be able to support others, be educated in cultural mutual respect and cultural internationalism, and be aware of issues concerning the equality of all peoples (Papachristos, 2011). Foreign, returnee and Muslim students are urgent and in need of counseling. Counseling and Vocational Guidance in Intercultural Schools can provide solutions to the problems that arise in these student populations but also strengthen the context in which they belong.

In school, Intercultural Counseling can involve:
– Study and learning topics
– Issues of educational and professional choices
– Adaptation problems

– Interpersonal relationships
– Psychosocial problems

In most cases the above problems appear interconnected and interdependent or are part of a more general problematic situation. For example, adaptation or language problems are often associated with learning difficulties and interpersonal relationships, which can negatively affect students' self-perception and determine their professional preferences accordingly (Panta, 2006).

3. RESEARCH METHODOLOGY

3.1. Population - Sample-Data collection

In the research, the population was also the sample, which was the serving teachers of the intercultural schools of Arta, Epirus. Specifically, 47 teachers participated in the research, 32 teachers of the Intercultural Education High School and the 15 teachers of the General Lyceum of Intercultural Education.

The research was conducted during the months of April-May 2022. The data collection was done using quantitative and qualitative methods. Questionnaires were given which were answered on the spot and 7 interviews were conducted which took place at the school.

3.2. Research Questions

The research questions to which the research sought answers were:
1) What does counseling and vocational guidance in the intercultural school mean for teachers?
2) Which students are most in need of support (Indigenous (Christians or Muslims), non-Indigenous (Repatriated or foreign) students?
3) What are the needs of students in relation to the goals of counseling and vocational guidance?
4) In what ways can counseling and vocational guidance be applied in these schools?
5) Do the social and demographic characteristics (gender, age, educational level, training in these subjects, etc.) of teachers influence their views on this issue?

3.3. Research tools

The research was based on triangulation. Two research tools were used, a questionnaire and a semi-structured interview, in order to increase the validity and reliability of the research results. The results of the questionnaire and interview responses were then compared in order to identify similarities and differences (Cohen et al., 2008).

The two different research tools were chosen because previous relevant surveys (Apostolidou, 2011; Vlachaki, 2013; Papavassiliou, 2015) used only one research tool, mainly the questionnaire and not the interview. Thus, using two research tools the researchers could study the subject in depth and extract safe results.

The questionnaire included thematic categories with mostly closed-ended Likert-type questions. The interview was semi-structured and consisted of 8 questions.

4. SURVEY RESULTS

4.1. 1st Research question

In the first research question on the concepts of Counseling and Vocational Guidance, the results of the questionnaire showed that teachers recognize that Counseling means helping their students to find solutions to their own problems and not giving them advice. The results of the interviews showed that teachers agree on the concept of counseling. They consider it a process through which students recognize or learn their abilities, skills and with the help of teachers can solve any problem that concerns them. The participants of the research gave the answer to the questionnaire that the counseling is the help provided to the counselor regarding the issues that concern him / her. It seems that the answers in their interviews also agreed with this definition.

Their answers regarding the concept of Vocational Guidance were similar. They seemed to recognize in the concept the provision of help for the development of interests and skills in students.

However, a difference was observed between the responses of the participants in the interview process regarding the definition of career guidance. Thus, while the questionnaire shows that the predominant answer of the respondents was the help of the teachers to discover their interests and abilities, the results of the interviews show in their majority that the vocational guidance helps the students to learn information about the professions. This variation in participants' responses may be due to the haste of completing the questionnaire, the closed-ended responses that limited their choices, or any other independent factor that could not have been predicted and studied.

4.2. 2nd Research question

In the 2nd research question on which students, in the estimation of teachers, have a greater need for counseling, it appeared that the students who have a greater need for both counseling and vocational guidance are the minority students with respective percentages of 42.6% and 40, 4%.

The reason this can happen is because students come from different socio-cultural backgrounds, have more difficulties compared to their other classmates, such as do not know the language, are poorer and have less motivation to continue their studies. compared to the natives.

4.3. 3rd Research question

In the 3rd research question for the needs of the students in relation to the objectives of SYEP, it appeared that the necessity of applying the counseling and vocational guidance in an intercultural school is great and useful. All the teachers agreed that it is necessary in such a school to implement corresponding programs in relation to the objectives of SYEP.

4.4. 4th Research question

In the 4th research question, the individual counseling, the information day and the educational visits emerged as prominent applications of SYEP in terms of their effectiveness in intercultural schools.

4.5. 5th Research question

In the 5th research question, the investigation of the correlation of views & socio-demographic characteristics, showed that the specialty of teachers and their level of education affect their views on the concept of vocational guidance and students' needs for counseling, while the correlation of views with other characteristics, such as gender, age and years of service of teachers did not provide statistically significant findings.

In conclusion, we can argue that teachers in intercultural schools are suspicious of the concepts and methods of implementation of Counseling and Vocational Guidance, however, they need to be empowered by the state with training programs and the creation of structures and support networks.

5. CONCLUSIONS-SUGGESTIONS

The research findings showed that the teachers who took part in the interviews and those who completed the questionnaire agree on the definition of counseling and disagree on the definition of vocational guidance. More specifically, teachers define counseling as providing help to their students in order to solve any problem they face. The teachers who completed the questionnaire argued that vocational guidance is for them the help they can offer their students in order for them to know their abilities and interests.

The research also showed that the greatest need for counseling and vocational guidance has minority (local - Muslim) students and foreigners. It therefore seems that counseling and vocational guidance programs and any activities should focus on minority students. This is because as it turned out both in the theoretical context and through the research, these students come from different socio-cultural backgrounds, do not know the Greek language, find it difficult to live and not only do not have knowledge about the prevailing situation in the country. They do not know the professions that are in demand in Greece and often abandon their efforts for education. According to the results

of the research, teachers consider that the most important needs of students in relation to the goals of counseling and vocational guidance, are to know where to find information about what concerns them, to develop communication skills, to cope with their problems, to develop better interpersonal relationships and get to know different professions.

In addition, they talked about the professions that students should choose. The importance, importance and necessity of counseling and vocational guidance in intercultural schools were stressed. This is because the students of these schools come from different environments (economic, social, cultural). Thus, they tend not to know sufficiently the language, the living conditions of the citizens, the problems of work and consequently the professions that are in demand.

Counseling and vocational guidance can be applied in intercultural schools through career education programs - projects, with individual and group counseling, with educational visits to workplaces and with invitations of professionals. However, such activities are essentially missing from these schools as the only thing that is applied and not organized are the career days or the career education. This happens mainly in high school while in high school activities are more limited. Many educators act on their own, without having an organized framework and so it is possible for them to make mistakes. It is also noteworthy that a small portion of teachers do not know if there are corresponding programs in the school where they work.

Therefore, the results of the present work should be communicated to the teachers' associations in order to be informed about the current situation prevailing in the intercultural schools. Then, in cooperation with the management of the schools and the Ministry of Education, the appropriate programs should be prepared so that there is a coordinated action in the field of counseling and vocational guidance.

These programs should be attended by all teachers, regardless of the subject they teach. The difference in the volume of activities is expected between high school and high school, on the one hand because it is difficult for students of intercultural schools to continue their studies in high school and on the other hand because the curriculum and syllabi do not favor similar activities. The students are more burdened with the stress and the preparation of the national exams in the high school while in the high school there is more time for the teachers to deal with these issues.

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5. Comparative study of the contemporary Spanish and Greek primary school principal's selection system

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ABSTRACT

In this research, an attempt is made to analyze the way of selection of primary education directors in public schools between two Mediterranean countries, Greece and Spain. The choice was not random as both countries have recently passed new education laws that place new measures in education and are shuffling the deck by trying to develop their own education system and within it the way of selecting education managers. Through investigation of legislation and laws, it seems that the two systems already have a very different mentality. On the one hand Spain has a decentralized character due to the autonomous communities and the way education is managed and on the other hand Greece has a completely centralized character and a basic central education policy that changes with each government and is applied inexorably without being able to have particularly big changes and innovations from the side of the director. The Spanish system is distinguished by the obligation to design a management plan adapted to the needs of the educational center which the candidates are asked to undertake, something that does not exist in Greece since the directors are appointed to each school based on a ranking table and method of "avalanche ". The Greek system is not interested in finding a suitable candidate for specific schools that may have particularities, since the system itself does not allow the director many initiatives on the policy that will be exercised as an executive body of central decisions. It focuses more on a transparent and clear selection process for Principals who can staff schools locally in their permanent position without having training on school administration which is mandatory in Spain, before officially taking up a position. In contrast to the more professional style of electing principals in Greece, the new Spanish law LOMLOE does not change the previous framework and thus the autonomous communities can have differences between themselves in terms of the way, the process and the evaluation of the candidate through the qualifications and the educational plan that will be submitted. Moreover, with the latest regulations, the educational community acquires new possibilities and a strengthened role in the administration and organization of the school and within them also decides on the choice of the director. Finally, both countries respectively try to pave the way for more teachers applying for managerial positions by reducing the time of educational experience in Greece or in Spain by establishing the non-obligation of initial training in administration as conditions for candidacy.

1. INTRODUCTION

The purpose of the research is to investigate the selection process of the primary education's directors of Spain and Greece. Through the study of sources, legal texts, bibliography, an attempt is made to analyze the way of selecting principals of public primary schools in relation to the educational context of each country. Specifically, the study aims to present the roles of principals, the selection process a the selection criteria through the latest laws that have recently been passed in both countries and through analysis and comparison of each country's system to present their current structure, the meaning of their existence and the reflection on their application.

2. THE ROLE OF SCHOOL DIRECTOR

School leaders, according to Kalogiannis (2013), play a critical role in ensuring that an educational institution's operations and its human resources are as efficient as possible. But according to Anastasiou and Papakonstantinou (2013), staffing is a difficult task that doesn't always produce the desired results because people are asked to choose individuals either through personal contact (selection methods) or through the creation of an institutional framework that defines the criteria for selecting executive-level personnel.

As a key component of a country's socioeconomic progress, education must evolve to keep pace with contemporary demands. The success of school districts and the quality of education it provides is directly impacted by the people chosen to lead them. (Leithwood and Levin (2005). In order to ensure the smooth functioning of the educational system and the proper execution of each educational policy, the selection procedure for executives is critical. There must be a clear understanding of the job requirements as well as the abilities required by the potential candidates. Employees should be able to prove their worth and build a career without having to rely on unions or political or party interference if the procedures are clear and legitimate (Kelesidis, 2018).

School unit directors play a significant role in ensuring the efficiency of their respective schools, both by virtue of their positions and the duties they carry out. Directors are expected to handle a wide range of tasks, including anything from classroom instruction to crisis management and all in between. However, while he's at the lowest echelon in education's administrative hierarchy, the director of the school unit is accountable for "manipulation of the human component" because of his job as a connection between senior leaders and instructors. As a result, it serves as a vital link between the educational establishment and the other government entities (Kotsikis, 2003).

When it comes to any educational policy program or reform in education, Saitis (2008) believes that school administrators are critical. It is the director's job to help all the other instructors better grasp the school's pedagogical and social settings so that they may better shape the teaching-learning process. Creating a conducive environment for effective communication, understanding, and problem-solving are all responsibilities of the director. The director serves as a liaison between the club and the school, coordinating the club's efforts to achieve the school's objectives and representing the school in social situations. The principal is well-versed in not just the overall legal framework, but also specifics such as local customs and traditions, as well as the demographics of each school's student body (Lemoni & Kolezakis, 2013).

The principal plays a crucial role in helping the school community adjust to major changes. A manager's job has never been more challenging than it is today, in the age of globalization and the information age (Kirkigianni, 2011). In these circumstances, the manager must adopt these modifications after examining the situation, behavior, interpersonal connections, and interactions (Iordanidis, 2006).Principal selection is one of the most difficult human resource decisions in a position of responsibility since it is difficult to define what constitutes an excellent principal, and it's even more difficult to select the candidate who will be able to handle this demanding position successfully (Mademlis, 2014).

3. CASE OF GREECE

3.1. Selection bodies for principals of Primary School units

To fill vacancies in elementary schools, the Director of Education consults with the Local Selection Board and selects candidates based on their final unified assessment table ranking and their stated preferences.

Local Selection Board members are listed in Article 37 of Law 4823/2021 as follows:

a) The President is the Director of Education, assisted by his legal assistant.

b) The Vice President is the Education Quality Supervisor, who is assisted by his legal counsel.

c) A primary or secondary Education Advisor who reports to the Education Directorate or has responsibility for this area.

d) The Education Directorate employs two (2) instructors, both of whom hold organizational positions in the department.(i) fifteen years of educational service at the applicable educational level, including time spent in an educational leadership position in the absence of qualified applicants, ii) a minimum of fifteen years of educational service in an executive position in the teaching of elements.

3.2. Qualifications required for appointment as School Director

An education executive must meet certain criteria, which are laid down in Article 31 of Law 4823/2021:

1. Teaching experience of at least eight(8) years

2. Information and Communications Technology (ICT) certification) A' level.

If an executive position of a certain level of education is claimed, of the eight (8) years of teaching service, four (4) must have been spent at the relevant level of education.

In particular:

a) Teachers of all specializations who work in primary education are eligible to apply for the job of director of elementary schools.

b) Teachers who hold an organizational position in the educational unit to which the selection pertains are selected as heads of two-seat and three-seat primary schools.

c) There are exceptions to this rule if a school unit's prospective instructors do not fulfill the requirements for eight years of teaching service, four years of teaching service at the suitable level of education, or certified knowledge of TPE A' level.

3.3 Selection criteria

Candidate positions are determined by the amount of the units they have gathered based on evaluations provided in articles 33 to 35 of the following criteria, as stated in article 31 of Law 4823/2021: **a)** scientific pedagogical composition, **b)** teaching, consulting-guiding and administrative support experience, **c)** evaluation**, d)** personality and general composition of the candidate.

For the purposes of ranking in the selection tables, the selection criteria in paragraph 1 of article 32 are given a maximum of one hundred (100) points.

A) The criterion of scientific pedagogical composition is evaluated with a maximum of twenty-eight (28) units, which are distributed as follows:

1. i) Degrees, Further training:, ii) Knowledge of foreign languages iii) Writing and research work of scientific content related to the subject of the advertised position

2. Teaching work in higher education.

B) The criterion of teaching, advisory, guiding and administrative-supporting experience is valued with a maximum of twenty-seven (27) units, which are distributed as follows:

i) Teaching experience. ii) Provision of educational work in programs of the Ministry of Education and Religious Affairs iii) Participation in research projects iv) Advisory guidance work: performing duties in the capacity of Regional Supervision and Coordination v) Administrative support experience.

C) The evaluation criterion is valued with a maximum of twenty-five (25) units based on the candidate's evaluation reports. Education executives are evaluated every two (2) school years. The evaluation criteria for education executives according to article 60 are defined as:

    1) Knowledge of the education system and the subject of the education executive position.

    2) The exercise of administrative - organizational and educational.

    3) Service consistency and adequacy.

D) The criterion of the candidate's personality and general constitution is assessed with a maximum of twenty (20) points.

During a recorded personal interview with the candidate, an appropriate selection committee evaluates the applicable criterion. During the interview, the applicant's capacity to articulate and communicate, as well as the candidate's knowledge and talents in connection to the tasks of the claimed executive post are examined, while the nomination file parts of each candidate are assembled.

4. CASE OD SPAIN

4.1. Selection bodies for principals of Primary School units

The selection according to Order EFP/376/2021 as a continuation LOMLOE Organic Law 3/2020 will be carried out at the school by a committee made up of:

- Officials from the Department of Education.
- Representation from the school in question One third of the committee members must be teachers elected by the teaching staff, and the other third must be elected by and among the school council's non-teachers.
- A school administrator who works in the same sort of school. To qualify for the position of manager, those who have completed the selection process must finish a management training program.

There are two representatives from Administration (an education inspector and a director at a similar type of educational center with at least one exercise period in which the task performed was positively evaluated) and four representatives from the center on the selection commission, which is based on the LOMLOE model (2 from the faculty and 2 from the school council).

4.2. Qualifications required for appointment as school director

These provisions, as well as the corresponding amendments to the LOE 2/2006, govern all aspects of the appointment and removal of school principals, as well as the qualifications required of applicants and the selection process itself.

There is a merit-based selection procedure used to appoint public school principals that includes input from the educational community and the educational administration. Participants are also required to submit a management initiative.

Participation in the tournament requires the following:

- Having been a career civil servant instructor for at least five years.
- Have at least five years of experience as a career civil servant instructor at one of the institutions they have selected.
- A management training program might be considered a necessity by educational institutions.
- Propose a management project that contains, among other things, goals, strategies, and metrics for evaluation.

Candidates may be exempt from meeting any of the above requirements if schools only provide pre-primary education, incomplete primary education schools, secondary education schools with fewer than eight units, and schools where professional artistic education, sport, and languages are taught or targeted at adults with fewer than eight teachers are eligible for exemptions. Teachers at the institution are given preference. Candidates from other educational institutions may be considered if the application pool from the institution in question is insufficient.

4.3. Selection criteria

A merit-based competition will be held for the appointment of director or director in public centers, pursuant to Article 135. The objective criteria and assessment procedures will be established.

According to the commission's democratic decision-making process, a director or director will be selected based on the objective evaluations of their academic and professional merits, as well as the management project aimed at achieving the school's success for all students, which must include, among other things, content on equality between women and men and non-discrimination and the prevention of gender violence. To be considered for the position of head teacher at a school, civil servant teachers must submit their candidacy to that school. All of the committee members vote to choose who will be the chosen candidate. In the end, the candidate with the highest final score will be chosen. The findings of all applicants, whether they are accepted or rejected, must be made public at the school or organization to which they are applying. The committee makes a recommendation to the education authority, or if there are no suitable applicants, it informs them of this.

It is permitted by law to appoint a civil servant teacher as a school head if there is a scarcity of applicants or if the appropriate committee has not yet picked any candidates for the school head position.

The evaluation criteria and processes are open to the public and objective, and they will take into account the findings of the third-year customized assessment and the final assessments at the conclusion of primary school.

Additionally, educational authorities might set a maximum number of times a school principal can request a contract extension. Re-election as head of school in the same or another institution is only feasible through a fresh merits competition if the candidate has exhausted all options for renewal.

After their time of office ends, school leaders return to their previous positions as teachers. Education authorities may designate a temporary head of school to perform the duties until the next selection session is complete and a new director is selected.

4.3.1. Training program

A training program for the management function, as outlined in Royal Decree 894/2014, must be satisfactorily completed by candidates before they may be appointed as school heads.

The directors of the center are appointed for a four-year term upon the completion of the training course in their respective fields of expertise. If they've been evaluated well at the end of their first term, their appointment might be extended for another four years. Personal, professional, and financial rewards are given to school leaders who are seen favorably during their time in the position.

If candidates want to become director of a public educational facility, they no longer need an official certificate from the MEFP or educational administrations of the autonomous communities certifying that you've completed a management training course. The selected directors who do not have a certificate confirming they have completed the training course must do an internship and take part in the training program for management growth during the first year of their mandate, according to the proposal. The Educational Inspection will give a reasoned report on the internship term based on the information that management gave and the training that interns received.

4.3.2. Regional differences and criteria

Each of the Autonomous Communities follow the general guideline of the Organic Law 3/2020 (LOMLOE) but are allowed to make changes to accommodate their needs because the LOMLOE does not define a common framework. With this in regard the regional regulations clarify issues that differentiate themselves in the selection procedure, in the determination of merits and the evaluation of Project Management in considerable detail.

In relation to the phases of the selection procedure, in some communities the process starts with the evaluation of merits, in others the Management Project. Some phases may

be eliminatory or require a certain score to proceed. The point distribution ratio between the evaluation of merits and the assessment of the management project marks differences between some communities and moreover in several communities the initial training is a requirement before applying for the position. The different assessment of merits of the same aspects is observed depending on the community. Also, different conditions present themselves during the evaluation of the Management Project which include minimum criteria, mandatory indicators and requirements.

The selection criteria are generally divided into three main categories keeping in mind the regional differences: Professional merits, Academic merits and Direction project. Each is subdivided into more specific categories such as:

1. Performance of management positions consists
2. Career path
3. Training and improvement
4. Academic merits and other merits
5. Project management.

5. COMPARISON OF SPANISH AND GREEK SELECTION SYSTEM

Administratively and educationally, Greece is seen as a centralized country. As a result, Spain is a decentralized state with the state and the 17 Autonomous Regions of its communities sharing the responsibility. Even though the nation is divided into 13 administrative regions, Greece's central and regional services remain together under the umbrella of the state, which continues to play a dominant role in governance.

As a result of the school's complete autonomy, the principal's role in Spain is far broader than it is in Greece. To this end, in addition to its administrative and educational duties, it is also charged with handling the institution's finances. This includes everything from executing project contracts to approving spending in accordance with the institution's budget.

It is through the drafting of the management plan that each school arranges its resources, both material and human, in accordance with its own unique needs. An educational institution's yearly general planning, which incorporates all areas of the school's organization and functioning, is an example of organizational autonomy. Organizational and managerial autonomy for educational units in Greece is now non-existent. As a result of this process, a new legislation has been enacted that aims to improve school units' autonomy in the budget and the management of operational expenditures based on their requirements and plans.

Another difference lies in the fact that Spain excels, compared to Greece, in the importance it attaches to the participation of the educational community and the school board in the organization and management of educational institutions, by providing a leading

role to the collective bodies of staff selection and teacher management institutions especially with the last law. Now the educational community of the center has the majority of the representatives of the selection committee, while with LOMCE the representation of the educational administration was required to be greater than 50% (it could even reach 70%) of the members of the committee. In contrast to Greece where the educational community of the school and the school committee have no contact in the selection of the principal and do not participate in the selection committee of the principal.

As for the conditions for participation in the competition for the managerial position, in both countries a minimum threshold of educational experience of different duration is requested, but with the condition that it has been obtained to a large extent in the certain educational level where there is an available position. A small difference that exists in Greece with the new law as a basic condition is the certified knowledge of basic skills of Information and Communication Technology (ICT). In relation to the previous Greek education law, the time of educational experience as a condition for candidacy has now been reduced, which shows that the Ministry of Education is starting to gives more value to the overall evaluation profile of the teacher and not only to his experience. Another point where both countries with the new educational reforms are trying to open the doors for more candidates is: in Greece the reduction of teaching experience in fewer years and in Spain the non-obligation of the successful attendance of training managers as a condition job announcements. Worth mentioning is the ratio of evaluation units which in Greece is stable while in Spain depending on the autonomous community there are large differences in the evaluation of the objective qualifications and the evaluation of the management plan.

Also observed in the Spanish education system is that the teachers of the institution in case they are candidates for the position, in case of a tie, priority is given to the candidate who has developed the teaching or management project in the center in which they are selected.

The notable difference in Spain is that the prospective director must submit an action plan that includes vision, goals, objectives, actions and a general plan for the specific school. This does not happen in Greece. In fact, the principals are ranked in a table based on their score and based on this table they choose in order of priority the schools in which they wish to assume the position of responsibility. They also do not know in advance the vacancies and can only get an administrative position in a school that falls under the permanency area they serve at that time.

In addition, successful candidates in Spain follow an initial training program, with theoretical courses related to the tasks of the managerial position and a practical training period. In the case of Greece, there is no mandatory training and evaluation after hiring the managerial staff. Of course, this happens depending on the community. It is not al-

ways mandatory and in this case a grace period is given until the probationary manager who has taken over and is under supervision received a positive evaluation regarding his education. Only then will he officially assume the position and continue until the end of his term.

Regarding the way of selecting the managerial staff, there are several differences but also similarities between the two countries. According to the latest laws applied in both countries, the evaluation is based on categories of qualifications such as: scientific/pedagogical composition and training, service status, managerial and administrative experience as derived from the elements of the candidate's file, personality and general composition of the candidate and the new element added by the new law N.4823/2021 mainly for Greece, in relation to the evaluation of the director in the general educational landscape, based on the relevant evaluation reports.

The main difference between the two countries is the mandatory filing and examination of the address plan in Spain, which is catalytic because it is usually scored with many points compared to the other qualifications. In many Autonomous Communities it is the basic stage that a candidate must pass successfully in order to continue in the process. Another difference is that, in contrast to Greece, in Spain the interview concerns the evaluation of the educational plan submitted by the prospective principal for the specific school in which he wishes to take over, while the interview in the Greek system is the examination of a case study from a subject bank given to the candidates by the committee in order to determine the structure of thought and speech, personality, the ability to express and communicate, information on educational issues. The examination is recorded to ensure transparency and reliability.

Objections to the bills appear on both sides. As far as the Greek side is concerned, the criticism is made mainly in two points: In the scoring of a candidate's seniority and secondly in the part of the personality test through the interview. The first concerns the possible excessive scoring of the candidates' seniority in relation to the scoring of pedagogical training someone younger. The second point of criticism refers to the interview process in which the case-by-case examination of an issue is carried out which may not give direct conclusions about the suitability of a director's candidacy for a specific school (MacBeath et al., 2006) but draws some general conclusions and especially due to the absence of a University independent body during the formation of the examiners there may be micro politics which affect the result. Also through the measures state tries to approach new candidates through the reduction of teaching experience as a prerequisite and strengthen the managerial profile with new responsibilities, it is not in sufficient enough to make real changes in his educational unit.

On the Spanish side, the new law continues to be non-binding since there is no mandatory framework for the process of selecting managers, both during the phase process, the

selection and distribution of qualifications and the evaluation of the management plan. It is possible that the use of clear standards and evaluation mechanisms would be a step towards the institutionalism and transparency of the procedures.

Additionally, where LOMLOE introduces a notable change is the weighting of the managerial function. A possible criticism of the changes is the thought that the degree of school autonomy takes a step back in strengthening the managerial function, which is necessary to promote any educational project. With the new law, the powers of the School Board have been increased and those of the management team have been reduced. This weakening of center management can have an impact on the autonomy of the centers, reducing the powers of the manager and his team. Furthermore, if in the process of appointing the principal it is the School Board itself that has the greatest electoral weight, it seems that it may be given less real decision-making capacity and with a type of procedural process that may make it difficult to exercise leadership and promote initiatives.

6. CONCLUSIONS

Greece attempted to decentralize within the larger drive to modernize and democratize the education system. However, the state's strong position in education, with the Ministry of Education as the primary point of decision-making and policy creation, ensured that the education system was unified and that all students had equal access. General education policy, educational planning, academic titles, the definition of credentials, and system oversight are under this department's purview. While in Greece, the central authority governs the hiring of instructors, this is not the situation everywhere.

Respect for the diversity and autonomy of the Hispanic Communities also determines the way in which People are chosen to hold positions of responsibility in public educational institutions. The uniqueness of the obligation to present a management plan for the community it wishes to serve is a consequence of the decentralized system. With the latest law (LOMLOE), the decisions of each local school board in the organization and management of an educational institution are further strengthened, giving priority to selection of a suitable candidate according to local needs. In the same pattern of coverage of the peculiarities in an Autonomous Community are also the method of selection, the selection process and the process of evaluating the qualifications and the management plan as allowed by the law. Equally important, although optional in some communities until at least the acceptance of the official position, is the mandatory training on administrative issues and successful monitoring of it.

On the contrary, in the Greek education system there is no training on management issues and issues of organization and administration of an educational team before taking up duties, nor is it a condition during the announcement of the positions. The central

administration has a fixed system of selection and ranking of candidates through training staff qualifications, assessments and interviews. Candidates can only state the area in which they are permanently appointed and no management plan is provided for by law since they themselves operate under the strict framework of the law which makes it very difficult to develop initiatives, operating more in an executive and procedural manner. The different nature of the educational system can also be seen from the way of choosing the final places that the candidates will take. After the creation of the ranking tables, they choose the school units they want in priority and end up in one of their choices. In other words, the choice is often not theirs but random, based on the aggregated score they have collected, the method of "avalanche is applied.

In conclusion, as a consequence of the impact of European educational discourse, these are two nations with quite diverse education management systems that, despite their disparities, tend to maintain pace in terms of their emphasis on modernization and efficiency in the previous decade. There is a rising demand for education administrators to be "professionalized," the autonomy of school units is being strengthened, and initiatives are being taken to open up opportunities for more people. Despite the fact that each nation has a distinct style of administration, the common aim is to improve the efficiency of the education system, provide a quality education to all students, and reduce the number of students who drop out of school.

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Aspectos interdisciplinares para la investigación educativa en la estructuración del Conocimiento

6. Sports and the pandemic: implications, gains and loses

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ABSTRACT

From antiquity to modern times, humanity faced numerous crises, catastrophes, and challenges. Health crises and pandemics were the most challenging and were those that affected dramatically the human history, created havoc, and were remembered for years due to the pain and loses they left behind. "A pandemic is an epidemic of an infectious disease that has spread across a large region, for instance multiple continents or worldwide, affecting a substantial number of individuals. A widespread endemic disease with a stable number of infected individuals is not a pandemic." (Source: Wikipedia, https://en.wikipedia.org/wiki/Pandemic). Millions of deaths and unhealed wounds were caused since the first recorded pandemic, the Plague of Athens (Source: https://www.guinnessworldrecords.com/world-records/639836-earliest-recorded-pandemic), to the Black Death of the Middle Ages, to the current Covid-19 pandemic. The restrictive measures that governments are forced to take in order to deal with an unprecedented situation and contain the spread of the disease are creating major and multi-sectoral problems that societies are struggling to respond and adapt to. Pandemics cause health effects in physical and mental health, and serious shocks and violent changes in the economic and social life of citizens of the affected areas. Sports are also greatly affected by the restrictive measures taken, both on the organization of games and events, and to people's participation in sports and physical activity.

KEYWORDS: Pandemic, Covid-19, Implications, Sports.

1. INTRODUCTION

According to the entry of many dictionaries (Cambridge Dictionary, 2021; Μπαμπινιώτης, 2010) the term pandemic means any epidemic infectious disease, which spreads rapidly throughout an area (country, continent, or the world) and affects, in the same period of time, all or most of the population. The word is produced from the composition of two Greek words (Μπαμπινιώτης, 2010): pan (whole) + demos (people). Etymologically speaking, "pandemic" (*πανδημία*) means something 'that affects the entire people (Ocaña et Martines, 2022). A pandemic is defined as "an epidemic occurring worldwide, or over a very wide area, crossing international boundaries and usually affecting a large

number of people (Last JM, 2001). However, there is no general quantitative measure that determines when an epidemic becomes a pandemic (Hays, 2005).

In general, pandemics, which –unfortunately– will continue to occur in human history, are large outbreaks of infectious diseases that can significantly increase morbidity and mortality over a wide geographic area, causing significant economic, social, and political upheaval and disruption. As demonstrated by the influenza, the SARS 2002-2004 outbreak, and the very recent Covid-19 pandemics, a new infection, appearing for the first time anywhere in the world, under the right conditions could cross entire continents within days or weeks. Especially today, that the world is globally connected in terms of movement of people, goods and food, ideal conditions are created for the spread of a virus.

Throughout the centuries and across the world, thriving cultures and civilizations (e.g. Incas and Aztecs), are now lost, due to fatal outbreaks of diseases. The over-population and the inhabitation of almost the entire planet has as a direct effect the spread of infectious diseases throughout the globe. In general, pandemics in the affected areas, cause sudden and abrupt transformations and changes in social life by creating an unprecedented, and asymmetric context of threatening conditions to human life.

Contagious diseases –and most important, epidemics and pandemics– continue to overwhelm, disrupt, and destabilize human societies. Vulnerability to infectious and pandemic threats to human health is a given, as it is the inability to predict or prevent such events (Hughes et al., 2010), due to the reason that the pandemics showed no periodicity or pattern, and all differed from each other (Kilbourne, 2006).

2. METHODOLOGY OVERVIEW

By examining the pandemics impact to people's life and the society, we will also answer the following questions:

    1. Under what conditions pandemics were caused?
    2. How were people and the society responded to pandemics?
    3. How sports were affected in the Covid-19 pandemic?

In the current paper the aforementioned questions regarding the pandemics, will be investigated.

3. PANDEMICS IN HUMAN HISTORY

There are many stories and myths that refer to mythological or pre-historic events, but it is always safe to investigate historic and recorded events in order to separate historical facts from myth. One of the most effective events in human history are the pandemics, with catastrophic and fatal results.
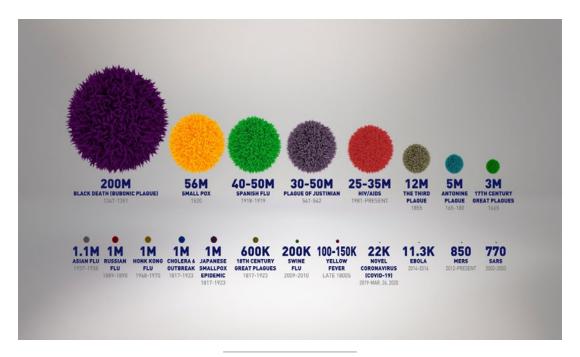
The first pandemic recorded in human history was the Plague of Athens in 430 BC, written by Thucydides. The plague occurred in ancient Athens, was one of the most important factors that influenced the course of the Peloponnesian War, as it struck the strongest city-state of the era, destroying its economy and threatening the collapse of its political and social institutions. Even by the standards of a world struggling by conflicts and natural disasters, it was a disastrous event which, according to Thucydides, began in the summer of 430 BC, when the disease start spreading among the Athenians. "The pandemic spread throughout the Mediterranean between 430 and 426 BCE. In total somewhere between 75,000 and 100,000 people died, with the worst affected areas being in what is now Libya, Egypt and Greece" (Guiness World Records). Estimates regarding what short of disease was vary - from cholera and influenza to smallpox, typhus and Ebola. However, Thucydides was not interested in the origin of the pandemic, only because he did not experience anything like it before: sudden severe headaches, sneezing, hoarseness and inflammation. Then the pain reached the chest, with a strong cough. Combined with other health problems, patients were dying in about a week, no matter if they were neglected or they were in the center of attention. Doctors died faster than those they tried to heal, while sacrifices and prayers to the gods were fruitless. The political implications were severe, as established laws and procedures came under enormous strain; traditional burial rituals were abandoned, with the dead piling up in streets and temples; 25% of the population died. The living, writes Thucydides, overwhelmed, began to be indifferent to everything, and with the eclipse of the fear of the gods or the laws, anarchy prevailed. Thucydides does not give numbers, he simply states that the disaster was enormous. The fate of Athens teaches lessons about how fragile laws and political and social systems are. Pericles, himself a victim of the plague, shortly before the epidemic praised the achievements of Athens and the Athenians in the "Epitaph". It is believed that one of the reasons for the calamity was the decision to gather the population behind the city walls, in order to protect themselves from the Spartans. The whole process, according to historian and writer Robert Zaretsky (2021), is a reminiscent of an ancient Greek tragedy, such as Sophocles' Oedipus Tyrannus, or as written by Thucidides, where it is believed that the course of historical events is flux, while the nature of people is constant. As both Sophocles and Thucydides observe, anger motivates people more than hope, and always to the wrong direction. As the war and the epidemic worsen, the Athenians blame Pericles and tyranny ended Pericles's Athens and his "Golden Age". The Thirty Tyrants collaborated with the enemy, and Athens lost the Peloponnesian war to Sparta (Cortijo et Martines, 2022). Then, the capable, but greedy and adventurous Alcibiades emerges. In conclusion, Zaretsky writes that Thucydides leaves no room for hope, nor for despair, as he provides moral lessons based on simplicity. Simplicity, is represented by Pericles as the essence of the laws that the pandemic struck but did not

destroy. "History is an eternal estate, in part because - then as now - the virtues of intellectuality and integrity, of free will and open-mindedness are at times waned, but never lost." Thucydides concludes.

The Plague of Athens was the first pandemic to be recorded, but one of the greatest - if not the greatest - disasters ever, was the outbreak of the "Black Death" pandemic from 1348 to 1353. The Black Death had severe demographic consequences resulting to the death of 100 to 200 million deaths worldwide; 35 million in China alone. Many researchers agree that the Black Death wiped out 20-30% of the European population; Constantinople, and Florence lost two-thirds of their population. Clergy and doctors, because they came into close contact with the sick, were more likely to develop the disease (Benedictow, 2005).
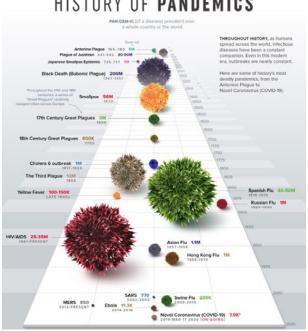
Science, especially from the 1920s onwards, began to map the possible spread of diseases using specific models, and to design policies in order to prevent their spread to the community (Epstein, 2009). Classical epidemiological modeling was based on different equations. However, all of these initial models made assumptions, such as that people are continually and totally in close contact, that were not entirely accurate. As a result they did not provide sufficient direction and guidance when examining complex social networks and direct contacts between individuals, who adjust their behaviors - even irrationally - based on the prevalence of diseases. In recent years, the new Agent Based Models (ABM) are a powerful tool for modeling and simulating human interaction, with many applications in real-world problems, dealing more successfully with the complexity of the problem (Gilbert, 2019).

In many cases, diseases originate from the transmission of pathogens from animals to humans, although the conditions favoring this process are not entirely clear (Woolhouse & Gowtage-Sequeria, 2005). The understanding of this animal-human interface will be crucial for future pandemic prevention (Davies, K., et al., 2022). The increase in world travel, the growth of trade, globalization, urbanization, social and economic improvement, changes in land use, greater exploitation of the natural environment and, in general, increased contact with different populations of humans, animals and ecosystems, created new circumstances for human-animal interactions, resulting to the acceleration of such epidemics and pandemics (Keusch et al., 2009; IPBES, 2020). Diseases such as malaria, tuberculosis, leprosy, influenza, smallpox and others first appeared this way. Globalization and pandemics throughout human history are closely linked.

Deadliest pandemics

(Photo: https://www.alaskasnewssource.com/content/news/Pandemics-through-history
What-we-can-learn-and-how-it-relates-to-COVID-19-569147331.html)

(Photo: https://stephenslighthouse.com/2020/03/28/infographic-visualizing-the-history-of-pandemics/**)**

2/3 (13/20) of the pandemics recorded from 165AD occurred during the last 200 years, with 60% of them (8/13) recorded during the last 60!

4. ECONOMIC IMPACT OF THE PANDEMINCS

Pandemics cause many changes in human societies, such as economic damage in several ways, including short-term fiscal crises and long-term negative disruptions to economic and social development. For example, the Black Death of the Middle Ages changed the course of history, as it transformed the role of the working class, transformed the production centers from rural to urban, and changed the welfare structures. Deconstructed labor and land resources led to the discovery of America, while changes in labor supply and working conditions even led to political changes such as the transition from feudalism to centralization of governments.

In a pandemic, thousands, or millions of people lose their jobs and many employers are forced to lay off employees and workers. Anxiety, reduction of income, cuts in critical spending on health and insurance both by states and citizens, isolation, quarantine and social distance between people, change, or even cancellation of policies and strategies by the states, are some of the many side effects on the social, political, and economic life of modern countries, when suffering from pandemics. As governments around the world ask their citizens to keep social distancing in order to prevent the spread of the pandemic, people stay connected using digital platforms (Culatta, 2021). This change their social habbits, and adds an expense to the family finances as faster internet provides a refuge in times of isolation, but usually comes with a subscription fee to various platforms offering entertainment. Individual behavioral changes caused by fear also occur, which, in general, have a negative impact on economic growth, such as avoidance of workplaces, shops, and other public gatherings.

5. SOCIAL IMPACT OF THE PANDEMICS

The restrictive measures forced by the government in order to prevent the spread of a pandemic may cause significant social unrest. The restrictive measure of the quarantine first implemented in the 14th century, in an attempt to protect coastal cities from the Black Death pandemic. Port authorities in Venice prohibited ships arriving from contaminated ports from docking and required to remain anchored for 40 days before disembarking their crew or passengers. The origin of the word "quarantine" comes from the variant form of the Italian phrase "quaranta giorni", which means "forty days" (Stuard SM, 1992). Every pandemic negatively affects people socially, economically and psychologically. In addition to the economic crisis and job losses, medical symptoms caused by the contamination are the psychological consequences and instability which has led to unprecedented risks to the mental health, as acknowledged by the World Health Organization. Studies show that children, college students, and health workers are more likely to develop post-traumatic stress disorder, anxiety, depression, and other symptoms of distress (Saladino et al., 2020). However, increasing age, absence of

work-related problems, and marriage or cohabitation seem to reduce the chances of developing psychological problems (Gualano et al., 2020). The full extent of the effects of Covid-19 in mental health are, so far, unknown, but are expected to be serious and lasting (Gavin, Lyne & McNicholas, 2020). From a psychopathological perspective, the current pandemic is a relatively new form of stressor for the mental health professionals. Known implications that concern the mental health of citizens and undermine it, are the following (Patel et al., 2018):

- Pandemics can cause significant, widespread increases in morbidity and mortality and have disproportionately higher mortality impacts on LMICs.
- Pandemics can cause economic damage through multiple channels, including short-term fiscal shocks and longer-term negative shocks to economic growth.
- Individual behavioral changes, such as fear-induced aversion to workplaces and other public gathering places, are a primary cause of negative shocks to economic growth during pandemics.
- Some pandemic mitigation measures can cause significant social and economic disruption.
- In countries with weak institutions and legacies of political instability, pandemics can increase political stresses and tensions. In these contexts, outbreak response measures such as quarantines have sparked violence and tension between states and citizens.

6. IMPACT OF THE COVID-19 PANDEMINC IN SPORTS

The Covid-19 pandemic has had an unprecedented impact on society, leading directly to the closure of businesses, workplaces, places of worship, sports venues, shops, schools and universities. Indeed, the fear of Covid-19 put the world under lockdown, travel between cities and countries was banned, and deserted roads in many countries were common view. In education, over 1.5 billion students worldwide were deprived of physical, face-to-face instruction due to school closures. UNESCO (2020) reported that, in 188 countries around the world, schools were not functioning normally, which means that over 90% of students (1.5 billion), around the world, were not attending school in the traditional, face-to-face education.

The closure of educational institutions around the world due to Covid-19 has also affected the field of physical education and sports, and deprived students' access to athletic facilities and programs affecting their physical fitness, mental well-being, and social behavior.

Physical education and sports consists of a wide range of stakeholders, including ministries and local authorities, the business community, public and private educational institutions, sports organizations and athletes, teachers, coaches, parents and, above

all, students (Bas et al., 2020). Stay-at-home orders and restrictions were most closely associated with reduced mobility during the Covid-19 pandemic.

According to the World Health Organization (WHO, 2020d), during the Covid-19 crisis, food safety, public health and employment and labor issues - especially worker health and safety - must be very high on the agenda of issues, requiring immediate action.

In fact, states facing humanitarian crises or emergencies are more exposed and unable to cope with the distortions caused by the Covid-19 disease.

The pandemic, in addition to the negative economic, social and psychological consequences, caused serious, and unprecedented problems and upheavals in the field of sports as well. It has resulted in the closure of gyms, stadiums, swimming pools, parks and playgrounds. Professional and amateur sports suffered a severe blow with enormous social, physical and economic consequences.

The role and importance of sports in the lives of individuals, families and communities worldwide is pivotal, because they promote, enhance, and achieve important social, emotional, cultural, and economic outcomes, and contribute significantly to the economic, mental and social development of the society. Their role is recognized by all governments and organizations around the world, including the United Nations Political Declaration, according to which the contribution of sports to the empowerment of women and youth, individuals and societies, as well as to health, education and social inclusion is pivotal (Bas et al., 2020).

Beyond their own participation in sports activities, people maintain a strong interest in watching or attending sport competitions. Watching sports appears to be a rather dominant human occupation from the antiquity to modern times. In fact, modern sports, which are institutionalized competitions, governed by clear rules and subject to international federations and committees, gather millions of spectators and television viewers around the world. The economic contribution and parameter of sports to the society is very prominent. Many industries, companies, and workers are occupied in the field of sports, providing related products and services, and organizing sport events. In Europe, sports are an important economic sector (European Parliament, 2021), representing 2.12 % of the total Gross Domestic Product (GDP) and 2.72 % of total employment in the European Union, while covering approximately 5.67 million jobs. In fact, some specific types of sport events can bring significant short-term and long-term financial and non-financial benefits to local and regional economies.

Watching sports as a fan is extremely popular, but the World Health Organization (WHO, 2020c) clearly emphasizes that "regular physical activity benefits the body as well as the spirit". The European Parliament (European Parliament, 2021), points out that sport fulfills important social functions, since it promotes social inclusion, integration, cohesion, and values such as mutual respect, understanding, solidarity, diversity,

inclusion and equality. In general, sports and physical activities can improve the physical and mental health and employability of young people in particular, and divert them away from violence, crime and drug use.

According to the World Health Organization (WHO, 2020c), physical activity includes all forms of active recreation, participation in sports, cycling and walking, as well as activities done at work and around the home and garden. It doesn't necessarily have to be exercise or sports, since playing, dancing, gardening, even cleaning the house and carrying heavy products are all part of physical exercise. Moreover, it should be taken under consideration that there are also many economic benefits to the state if their citizens are active and healthy, which is very likely when exercising (Coalter, 2005).

The global outbreak of Covid-19 has resulted in the closure of athletic facilities, parks and playgrounds. Therefore, many individuals were unable to actively participate in their usual individual or team sports, or physical activities outside their homes (Bas et al., 2020). Under this restrictive framework, many stopped or reduced their physical activity, spend too much time at home in front of their television or computer screen, had irregular sleep patterns and poor nutrition, resulting in weight gain and loss of fitness level. In fact, low-income families are very vulnerable to the negative effects of staying at home, as they tend to have inferior accommodation and more limited spaces, making it difficult to exercise at home.

The European Parliament (European Parliament, 2021) underlines that sports and physical exercise are particularly important activities under the stressful conditions of the pandemic, given that they strengthen and improve physical and mental resilience. The World Health Organization (WHO, 2020c) states that because opportunities for physical activity appear to be limited during the Covid-19 pandemic, it is very important people of all ages are as active as possible. Even a short break from the sedentary life, doing 3-5 minutes of physical activity (walking, jogging, or cleaning the house) can help reduce muscle tension, relieve mental tension, and improve blood circulation and muscle activity. It is very important to ensure that everyone moves more and sits less. Children and adolescents, aged 5 to 17 years, should do at least 60 minutes a day of moderate to vigorous physical activity, including lots of muscle - and bone - strengthening activities, on at least a three days per week schedule. Adults aged 18 years and older should do, in total, at least 150 minutes of moderate to intense physical activity throughout the week, or at least 75 minutes of vigorous to intense physical activity throughout the week, including muscle-strengthening activities two or more days a week. Older adults should exercise three or more days per week to improve balance and prevent falls. The World Health Organization concludes, that in any case, "any physical activity is better than none", urging people to start exercising and gradually increase the duration, frequency and intensity of physical activity.

Isolation is a necessary measure to protect health in pandemics. However, research results (Ammar et al., 2020) have shown that isolation conditions actually change not only physical activity but also eating behaviors, which may involve immediate health risks. For example, a significant decrease in physical activity and mental health was observed among college students under the conditions of Covid-19 (Wilson et al., 2021). In addition, contrary to the World Health Organization instructions, people changed their eating habits with increased consumption of unhealthy foods, more snacks between meals and more main meals. Daily sedentary time increased from five to eight hours (Ammar et al., 2020). The same decline in physical activity was recorded in children, even though daily moderate to vigorous physical activity is vital for children's physical, mental and social well-being. Children's physical activity during Covid-19 has decreased compared to the pre-pandemic era. Overall, children of all age groups were reported to be less physically active during the pandemic, which of course it was a result of the social distancing guidelines (Tulchin-Francis et al., 2021).

Therefore, the confinement at home due to Covid-19 had a negative effect at all age groups and at all levels of physical activity, although one could argue that the main reason for not having time to exercise does not exist during the pandemic, because the mandatory confinement and interruption of professional obligations offer a lot of free time to people to increase their engagement in physical activities. Of course, the mandatory confinements may have led some people to exercise, more often and more actively in certain sports, but on the other hand, there is a critical decrease in physical activity during Covid-19, especially to many young people (European Parliament, 2021). The value of sports and physical activity have been largely neglected, undermining their crucial potential to address many physical, mental and social health issues. The measures taken against the pandemic and the closure of venues and facilities has contributed to the decline of the health of the general population (Wiltshire et al., 2022).

The negative financial impact on professional sports has been huge, with revenues plummeting and billions of dollars and euros lost, due to the many sport events cancelled, postponed, or staged without spectators. The value of the sports industry, worldwide, is estimated at 756 billion dollars per year (Bas et al., 2020).

The impact of the pandemic on semi-professional, amateur and recreational sports is also devastating, resulting to many sport clubs to struggling to exist (European Parliament, 2021).

Millions of jobs are at risk worldwide, not only for sports professionals, but also for related services, such as workers in factories and sports industries, employers and retailers of sports goods, employees of sports federations, organizations, and various sports services, workers at sport events, which include travel, tourism, infrastructure, transport, catering and broadcasting of sports (Bas et al., 2020).

Very encouraging is the finding of a research, according to which the frequency of use of a green space and the presence of windows at home that look on green spaces are associated with increased levels of self-esteem, life satisfaction and happiness, as well as with reduced levels of depression, stress, and loneliness (Soga et al. 2021). Taking into account socio-demographic and lifestyle variables, and the fact that the Covid-19 pandemic has created a stressful environment for most people around the world, they found that a relative "dose of nature-greenness" can help not only to prevent poor mental health, but also help to improve a wide range of mental health parameters.

7. CONCLUSION AND DISCUSSION

It is undoubtful that any pandemic had disastrous effects to humanity. In modern times, our way of life makes it easier for viruses and pandemics to spread all over the world faster than ever. Thankfully science is also a lot advanced, and sharing of knowledge and information is also faster. Having always in mind the famous quotation by the pre-Socratic Greek philosopher Thales of Miletus "a sound mind in a sound body", we should use sports as a shield against diseases and increase the level of our physical activity in order to be better prepared, and improve the quality of our life and well-being.

It is encouraging that people - even if they were fewer than expected - with none or low physical activity took advantage of their free time and start walking or exercising; this is a good foundation to build towards a better lifestyle, and improve their fitness level and quality of life. A newest survey may have some interesting findings on how people never involved, or with low involvement in sports, who started exercising during the pandemic continue their engagement with sports, and what were the benefits to their health.

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7. History of art: Renaissance Artists Botticelli, Michelangelo, Da Vinci, Rafael

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ABSTRACT

This chapter aims to explore painting during the Renaissance through the work of important artists. The dominant themes and artistic conquests of the painters of the time are studied. Also, important artists of the period are examined, their themes, and the characteristics of their art through their most important works.

KEYWORDS: Renaissance, Painting, Botticelli,Da Vinci, Michelangelo, Raphael.

1. RENAISSANCE

The Renaissance is a period in the history of Western Europe that covers the period from the beginning of the 14th to the end of the 16th century. In the writings of the time, the term is used to describe a new movement, a new spirit of rebirth in art and literature. The first time used to revive the study of classical texts. The emphasis on the study of these texts was spread by the Italian poet and scholar Latin Petrarch (1304-1374) who rejected the Middle Ages as a period of "darkness". The idea of a revival of ancient Greek and Roman antiquity spread especially in Italy (Bialastocki, 1976). The Italians were well aware that in the past their country, with Rome as its capital, was the center of the civilized world and that its power and glory had faded since the Germanic tribes, the Goths and the Vandals, had invaded the country and disbanded the Roman Empire. The period between the classical age, in which they looked up proudly, and the new era they were expecting, was just a sad break. The "interval", a Middle Ages, a term we use to this day (Gombrich, 1995).

2. RENAISSANCE ARTISTS

The most important artists of Renaissance Italy were Botticelli, Leonardo da Vinci, Michelangelo and Raphael. We will analyze some facts about their lives and we will see some of the most important works, with which they became famous.

1.1. Botticelli (1445-1510)

Sandro Botticelli was one of the greatest painters of the Renaissance. His name was Alessandro di Mariano di Vanni Filipepi and he was called Sandro. The surname Botticelli came from the nickname of his brother, Botticelli, which means barrel. Apprenticed with Fra Filippo Lippi (1406-1469). After completing his studies he acquired his painting workshop. His fame spread beyond the city limits and so, at the invitation of Pope Sixtus IV, he was invited to Rome to work on the decoration of the Sistine Chapel (Horne, 1980). His most important benefactors were the Medici, the powerful family that ruled in Florence, for which he created these two important works, "Primavera" (Spring) and "The birth of Venus". The paintings, semantically complex, reflect the cultural climate of the time, which combines admiration for the past, the search for absolute oneness and philosophical inquiry. In his later years, Botticelli was influenced by the sermons of Savonarola, the monk who ended up ruling Florence, fighting corruption and immorality (Lightbown, 1989). Consequently, he introduced a strong element of mysticism into his works. After his death, Botticelli was forgotten and his work was re-analyzed in the 19th century.

Image 1: Birth of Venus, 1485–1486, tempera on canvas, Uffizi Gallery, Florence.

One of the most famous paintings by Sandro Botticelli that presents a non-Christian but classical myth is the Birth of Venus (Horne, 1980). Classical poets were already

known in the Middle Ages but only in the Renaissance, when the Italians passionately sought to resurrect the greatness of Rome, did classical myths spread among the educated. They admired the mythologies of the Greeks and Romans who did not only consider them beautiful fairy tales but, believing in the higher wisdom of the ancients, they believed that in their myths there was a deep and mysterious truth. The work was commissioned for his country mansion by a member of the rich and powerful Medici family. He or a friend would explain to the painter how the ancients pretended to be the emerging Venus. For these reasons, the story of her birth was the symbol of the mystery through which the divine message of beauty came into the world. In the painting, Venus has emerged from the sea in a shell, which is brought ashore by winged gods of the wind in a rain of roses. As she prepares to step on the ground, one of the Hours or Nymphs greets her with a dark red cloak. Botticelli figures look less compact and are not as well designed as Pollaiuolo or Masaccio figures (Ettlinger, 1978). But the movement is graceful and the lines of the composition are melodic. Botticelli's Aphrodite is so beautiful that we do not notice the abnormally long neck, the very low shoulders and the strange way in which the left-hand joins the trunk. The liberties that Botticelli took about nature, to achieve a graceful outline, add something to the beauty and harmony of the composition, because they enhance the feeling of a vast and slender creature, which reached our shores as a heavenly gift.

1.2. Leonardo da Vinci (1452-1519)

Leonardo was born in Vinci, Italy on April 15, 1452. His full name was Leonardo di ser Piero da Vinci, although he signed his works as "Leonardo". He was born from the love of a notary, Piero, and a woman of humble origin, a servant of Katherine. The two never became a legal couple. He grew up with his father in the city of Florence, where from a very young age he showed signs of intelligence and artistic talent. So when he was fourteen he went as an apprentice in the workshop of the Florentine painter and architect Andrea del Verrocchio. Then, in 1472, he became a member of the Florentine Painters' Association, which at the same time made him an independent artist. In 1482 he moved to Milan where he offered services to the ruler of Milan Ludovico Maria Sforza. From 1495-1498 he painted the Last Supper by order of Ludovico, in the monastery of Santa Maria Delle Grazie, and, between 1483 and 1508, the Virgin of the Rocks by order of the Brotherhood of the Immaculate Conception of Milan. As a courtyard artist, Leonardo received several orders for works, but most of the time he left them unfinished. In December 1499 he left Milan and spent some time in Venice and finally returned to Florence in 1500, where he began his most productive period as a painter (Kenneth, 1988).

In July 1502 he traveled with Caesar Borgia, as an architect and engineer in northern and central Italy, where, among other things, he drew maps for Caesar's campaigns.

In March of the following year he returns to Florence and begins the famous painting of the Mona Lisa, commissioned by her husband Francesco del Giocondo. Then, from 1508 to 1512, he lived in Milan and provided services to the governor of the city Charles d 'Amboise. After Amboise's death, he visits the brother of Pope Leone X, in Rome. Within the papal court he deals with various sciences and experimental processes. After the death of Pope Leone X in 1516, he worked in the court of the King of France, Francis I.

To solve a problem, Leonardo tried to solve it himself through research and experiments. It was difficult for him to accept an opinion if he had not checked its truth and trusted only himself to find his source of truth. His drawings and notebooks revealed that painting was just one of the many activities he engaged in. He was equally proficient in anatomy, botany, sculpture, architecture, music, optics and other arts. His notebooks are written from right to left to be read in the mirror, but also illustrated with pictorial designs. According to another view, he wrote it to keep all his notes in complete secrecy, because he was just afraid that they would be considered heretics, also rewrote some words to keep them completely secret. In addition to his scientific studies on every aspect of perspective, color, light, shadow, and human anatomy, there are flying machine designs, mathematical puzzles, cannon mechanisms, and even musical instruments. Like other artists of his day, Leonardo put his skills into creating military machines, building canals and designing weapons.

In a letter to the Duke of Milan, Ludovico Maria Sforza, he explained that he could build folding bridges, trench drainage machines, siege engines, armored vehicles and multi-barrel weapons, the forerunners of modern machine guns. At the end of the letter, he also mentions the skills of the architect, the sculptor and the painter. His genius was such that it embarrassed the most "daring spirits". Yet Leonardo envisioned such delicate, wonderful, and difficult tasks that his hands, though skillful, could not accomplish. This explains why many of his paintings and drawings were never completed, but also the fact that his fellow citizens and rival colleagues queued up to see a drawing of him (Kenneth, 1988).

Leonardo da Vinci died on May 2, 1519, in Cloux, France. After his wish, he was buried in the church of Sainte Florentine, Amboise. During the religious wars his tomb was looted, but remained the inscription of the church that says: "In the courtyard of this church was buried Leonardo da Vinci, a nobleman from Milan, engineer and architect of the king, specialist in engineering and official painter of the Duke of Milan".
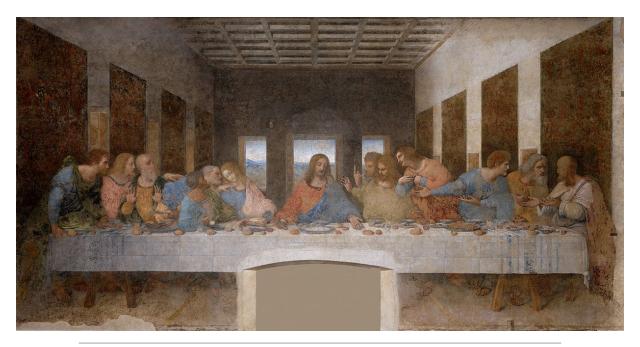
Image 2: The Last Supper, 1495-1498, tempera on gesso, pitch and mastic, Santa Maria delle Grazie, Milan.

Leonardo's innovative genius was expressed for the first time in its entirety with the Last Supper (Kemp, 1981). Here he tried to avoid the limitations of the usual fresco that imposes on the artist to finish one part of the wall one after the other. In the fresco, the paints are soluble in water and are placed in the mortar of the wall while it is wet so that it can hold them. It is quite a difficult technique and requires great dexterity, because we perceive a different color when we mix it and a different aesthetic performance when its moisture leaves. Leonardo experimented with a technique that allowed him to work on the whole composition at the same time, as in oil painting. However, this technique was not durable as wear problems soon appeared in the project.

The fresco of the Last Supper covers the wall of a rectangular hall used for dining by the monks of the monastery of Santa Maria delle Grazie in Milan. It looked as if another space had been added next to the room, where the Last Supper took on a tangible form. In its general conception, this work follows the rules of contemporary Florentine art and yet a new and unusual spirit pervades the scene depicted. For the first time, the sacred episode is transformed in a way that is both accessible and natural. The light was so clear on the table that it made the figures look natural and solid. The correct rendering of the details, the dishes on the tablecloth, and the folds in the clothes, would be what would impress the audience. Then, as of now, people judged works of art according to how much they looked like nature. The new performance performed by Leonardo had emotion and drama, elements that made it very different from the previous versions, where the Apostles sat quietly, in a row at the table,

only Judas stood out in isolation, while Christ offered the Holy Communion in peace (Popham, 1973).

In Leonardo's work, the students are not just lined up around the table, but form triads, thus creating a grid of particular formal and emotional relationships, developing both between themselves and with Christ at the center. Here Christ has just said that someone will betray him and the Apostles are terrified, while some seem to assure him that they are not capable of betraying him, others are seriously wondering who Jesus might mean and others turn to him waiting for some explanation. Peter, who is the most impetuous, runs to John, who is sitting at the right hand of Jesus, to whisper something in his ear, inadvertently pushing Judas, who, although not cut off from the other disciples, seems isolated. He is the only one who does not ask, does not react in surprise to the words of Christ, just bends forward and looks suspiciously or angrily, thus creating a dramatic contrast with the figure of Christ, who remains calm and serene in the turmoil.

By choosing the moment when, according to the Gospel, the students ask which of them will betray Jesus, the artist depicts the individuality and uniqueness of each student, distinguishing the reaction of each based on psychological factors. The forms are no longer recognized by the addition of some direct or indirect indications, but by the movements of the bodies and the expressions of the faces. The figures of the Apostles are imposing but also supernaturally noble, with the exception of that of Judas, whose head is in the shadows. No halo has been painted on any of the Apostles. They do not need it to show their holiness and only the face of Jesus is surrounded by a divine light. Despite the emotion and turmoil caused by Jesus' words, there is nothing chaotic in the composition, with the twelve Apostles divided into three groups, forming four groups connected by moves and gestures (Popham, 1973). There is so much order in this variety, and so much variety in this order, that it is impossible to exhaust the harmonious game of motion and static. The sense of reality that the play conveys is impressively convincing. Apart from Leonardo's composition and design ability, what impress, is his penetration of facial behavior and reactions and the power of imagination that made the performance of the scene possible.

Leonardo was not a devout Christian, but he would be described as an agnostic. That's why the Last Supper scene is attributed as a human tragedy. However, the religious significance and radiance are not lost. It is reported that Leonardo often worked on this project. He climbed the scaffolding and stood for days in front of the mural, staring at it. This result of our meditation has bequeathed us and is one of the great miracles of human genius.

1.3. Michelangelo (1474-1564)

Michelangelo was a great Florentine artist whose work gave 16th-century Italian art its great reputation (Goldscheider, 1995). When he was 13 years old he studied for 3 years

with one of the leading artists of the Quattrocento (15th century) in Florence, Ghirlandaio. This painter is distinguished for his ability to happily present religious scenes as if they had happened in the circle of the Medici, who were his patrons. Michelangelo, in Ghirlandaio's workshop, learned a solid technique for frescoes and was fully trained in design. From what we know, he was not happy about his apprenticeship in the workshop (Hibbard, 1975). Instead of acquiring the comfortable style of Ghirlandaio, he tried to study the works of the great artists of the past, Giotto, Masaccio and Donatello, but also the sculptures of Greeks and Romans that he saw in the collection of the Medici (Hartt, 1964). He tried to penetrate the secrets of ancient sculptors who knew how to represent the beautiful human body in motion with all the muscles and tendons. Like Leonardo, he did not just learn the laws of anatomy "second hand", that is, from the ancient statues. He studied the anatomy of the human body by dissecting corpses and drawing from living models until the body ceased to have secrets for him. His self-concentration and acute memory must have been so astonishing that very quickly no posture or movement presented any difficulties for him. So we can say that he liked the difficulties. Shapes and angles that the great Quattrocento artists would be reluctant to include in their paintings, fearing that they might not represent them convincingly, sparked his artistic ambition.

Image 3: The roof of Capella Sistina.

The rumor quickly spread that this young artist was not only equal to the famous ancient artists but surpassed them. In 1506 Michelangelo accepted a proposal that filled him with enthusiasm. Pope Julius II asked him to prepare a tomb for him in Rome worthy of the abbot of Christianity. With the Pope's authorization, he immediately went to

the famous Carrara quarries to choose the marbles with which he would make a giant mausoleum. The marble masses waited for his chisel to become statues. He stayed in Carrara for more than six months, choosing, rejecting, and buying, while images were constantly born in his mind (Seymour, 1972). He wanted to free the figures from the stone where they were trapped. But when he returned to Rome, he realized that the Pope's enthusiasm for the mausoleum had waned considerably. This happened because the Pope was thrilled with another of his dreams, the plan for a new church of St. Peter. The tomb was originally to be placed in the old basilica, which was now planned to be demolished, to build the new church. Michelangelo, terribly disappointed, suspected intrigues of opponents in overturning the plan to create the mausoleum.

In a fit of fear and rage, Michelangelo left Rome and went to Florence, leaving behind a letter to the Pope, saying that if he wanted him, he had no choice but to look for him. The Pope then began formal negotiations with the Florentine authorities, so that the sculptor could return to Rome (Goldscheider, 1995). The Florentines, fearing that the Pope might turn against them if they continued to offer asylum to the young sculptor, succeeded and persuaded him to return to the Pope, giving him a letter in which they wrote that his art was unrivaled throughout Italy and that if he was accepted, he would be able to do things that would surprise the universe.

So when Michelangelo returned to Rome, the Pope commissioned him to place an order. In the Vatican, there was a small church built by Pope Sixtus IV, the Capella Sistina. Its walls were painted by the famous painters of the previous generation Botticelli, Ghirlandaio, and other well-known artists. The dome of the church, however, was still empty. The Pope then suggested to Michelangelo to paint this gap. But he did his best to avoid this order. He was sure that he owed this ungrateful job to the intrigues of his enemies.

As the Pope insisted, he began to work out an unassuming plan with twelve Apostles, painted in niches, and to bring helpers from Florence. Suddenly, however, the sculptor was locked in the church and did not allow anyone to approach him, thus starting this work on his own, a design that undoubtedly did not cease to surprise the universe from the first moment it appeared. It is difficult for anyone to imagine how a man could achieve what Michelangelo achieved in just four years, working alone on the scaffolding of the papal church (Hirst, 1988). This physical effort it took to paint these huge murals on the ceiling, prepare and design the subjects in detail, and transfer them to the dome, seems to have been incredible. He was forced to lie on his back and paint looking upwards. But the wealth of perpetual ingenuity, the intangible craftsmanship of execution in every detail and especially the greatness of the visions revealed by Michelangelo to the later ones, gave humanity a new perception of the power of genius.

The chapel looks like a high-ceilinged room with a shallow vaulted roof. High on the walls, we see a series of representations from the life of Moses and Christ, painted in

the traditional way that prevailed in the previous generation. But looking at the dome, we have the impression that we suddenly see a different world (Seymour, 1972). We are in a dimension beyond humanity. In the arches of the dome, between five windows on either side, Michelangelo painted the Old Testament prophets who foretold the coming of the Messiah to the Jews, alternating with the Sibyls, who traditionally foretold the coming of the Messiah to the pagans (Pietrageli, 1986). Giant men and women, absorbed in their deepest thoughts, read, write, talk, and seem to hear an inward voice. Between these rows, with these figures over life-size, he painted Creation and Noah's Story on the ceiling.
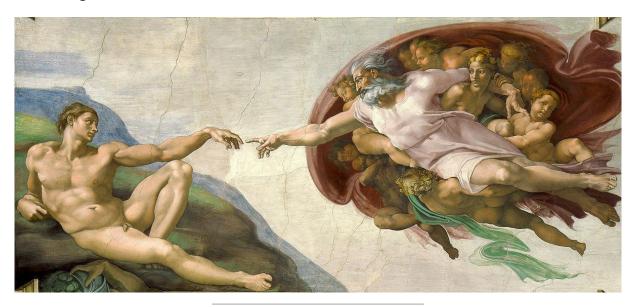

Image 4: The Creation of Adam.

Adam (Image 4) appears lying on the ground, with all the strength and beauty that suits the first man. The god-father approaches from the opposite side with the angels supporting him, wrapped in a large and imposing cloak that inflates from the wind like a sail of a ship, submissive to the comfort and speed with which he travels in space. As he stretches out his hand without touching Adam's hand, we almost see the first man waking up as if from a deep sleep, looking at the paternal face of the Creator (Hibbard, 1975). The way Michelangelo managed to make the touch of the divine hand the center and visual focus of the image and how he gave us to understand the meaning of omnipotence with the comfort and power of the gesture of Creation, is one of the greatest miracles in art (Pietrageli, 1986).

1.4. Raphael (1483-1520)

Raphael came from Urbino, a small town in the province of Umbria. He initially worked in the workshop of the main artist of the Umbrian school, Pietro Perugino, where he

showed samples of his talent (Jones & Penny, 1983). Perugino was distinguished for the sweetness and reverence of his style in religious matters. He knew how to show a sense of depth without disturbing the balance of the composition and had learned to handle Leonardo's smoke to avoid the roughness and rigidity of the figures. In this climate, the young Raphael grew up and quickly conquered and assimilated the style of his teacher (Joannides, 1983).

When he arrived in Florence in 1514, he was faced with a challenge. Leonardo and Michelangelo created there. The first, thirty-one years his senior and the other, eight years, had taken art to a level no one had dreamed of then. Another artist of this age would probably be discouraged by the fame of these giants, but not Raphael. He was determined to find out. He should have known that in some places he was at a disadvantage (Hennessy, 1970). He had neither the vast knowledge of Leonardo nor the power of Michelangelo. But while the two genius artists were difficult in their relationships with others, unexpected in their reactions and inconceivable to ordinary mortals, Raphael has a meek character that secured him the favor of the powerful and the required will to work and reach the level of older teachers (Jones & Penny, 1983).

Image 5: Madonna dell Granduca, 1505, oil on wood, Palazzo Pitti, Florence.

Raphael's large paintings seem to have become so comfortable that they do not testify to the hard and intensive work of their creator. For many, he is simply the painter who made the sweet Virgin. But this apparent simplicity is the fruit of deep thought, careful design and artistic wisdom (Dussler, 1971). The representative painting for the above is the Madonna dell Granduca (Image 5) which stands for countless generations as a model

of perfection. It gives us the impression of a perfect balance from how the face of the Virgin Mary is created, as the shadow surrounds it, from how the volume of the body is given, as it wraps the wavy mantle and from the firm and tender way in which the Virgin Mary holds and supports the little Christ (Gombrich, 1985). If we changed something we would destroy harmony. There is nothing hurried or sophisticated in the composition.

The Alba Madonna (Image 6) depicts the Virgin Mary and Christ together with St. John the Baptist, an idea that belonged to Leonardo, although nowhere in the Gospels is such a meeting mentioned (Dussler, 1971). In contrast to Leonardo's mysterious lighting, Raphael's figures are bathed in sunlight and framed by calm and clear landscapes, while facial expressions, smiles and the way they look have nothing to do with it the ambiguity and mystery of Leonardo's characters. The completely natural movements of the figures merge into a grid of sweet, but almost unnaturally balanced curves. The circular painting had some symbolic meanings for Christians (Gombrich, 1985). As Baldassare Castiglione, a prominent writer of the time and a friend of Raphael, wrote, "Beauty is born of God and looks like a circle centered on goodness. And just as there can be no circle without a center, so beauty cannot exist without goodness ".

2. EPILOGUE

The Renaissance liberated the minds of the people and broadened their horizons. New trends appeared in art and great artists created individual works. No technical problem was insurmountable for them, no issue was too complicated and they had overcome, as people believed, even the most famous works of Greek and Roman antiquity. Botticelli, with his allegorical mythological representations, Raphael with the joy of life exuded by his calm works, Michelangelo with his robustness in design, composition and the apotheosis of the naked human body, and Da Vinci with his versatility and the mysterious and enigmatic tone of his painting, have left a valuable legacy in the history of art.

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Images

Image 1: Birth of Venus, retrieved from https://commons.wikimedia.org/wiki/File:Sandro_Botticelli_-_La_nascita_di_Venere_-_Google_Art_Project_-_edited.jpg

Image 2: The Last Supper, retrieved from https://commons.wikimedia.org/wiki/File:%C3%9Altima_Cena_-_Da_Vinci_5.jpg

Image 3: The roof of Capella Sistina, retrieved from https://commons.wikimedia.org/wiki/File:Sistine_Chapel_ceiling_photo_2.jpg

Image 4: The Creation of Adam, retrieved from https://commons.wikimedia.org/wiki/File:Michelangelo_-_Creation_of_Adam_(cropped).jpg

Image 5: Madonna dell Granduca, retrieved from https://commons.wikimedia.org/wiki/File:Madona_del_gran_duque,_por_Rafael.jpg

Image 6: The Alba Madonna, retrieved from https://commons.wikimedia.org/wiki/File:RaphaelAlba.jpg

8. The importance of Intercultural Education in Greece: following the example of Europe

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ABSTRACT

Intercultural notions around teaching in various educational systems has been a new challenge since different countries around Europe host a number of learners with different ethnic and cultural backgrounds, thus enhancing the need for intercultural teaching and the adaptation of the role of the conventional teacher to that of an intermediary between languages and cultures. The literature cited in this chapter attempts to signal the importance of instilling intercultural awareness to learners. Intercultural Sensitivity (IS) is a determining factor of overall intercultural communication competence. Teachers' competence levels, the application of intercultural awareness attitudes in their classroom practices and the training needs for intercultural education around European states have to be investigated in depth.

KEYWORDS: Intercultural Sensitivity, Intercultural Competence, Intercultural Awareness, Intercultural Communication, Intercultural Education.

1. INTRODUCTION

People's attitudes towards different cultures will be addressed along with teachers' attitudes towards integrating intercultural elements throughout their lessons. Literature reviews will draw parallels between intercultural education in Europe on the one hand, and within the Greek context on the other. Moreover, cases of the application so far of an intercultural education both in Europe and Greece will be examined. Finally, suggestions for the enhancement of intercultural education at schools will be made.

2. DEFINING CULTURE STANCES

Culture has been an encompassing term including music, literature, art, theatre, poetry, films, language, food, traditions, values, different places, people and belief systems (Williams, 1983). Being a member of a cultural group or learning another culture entails embracing some of these constituent elements significant of the particular term.

Individuals form several worldviews related to cultures, either highlighting the importance of one culture and minimizing that of another's or keeping a balance in their attitudes towards different cultures. Throughout the literature, there have been references to cultures and subcultures (Baldwin et al., 2004), thus defining the former as an accepted group of people and the latter as a less dominant and respected one. The dominant groups have been in accordance with the powerful political system and the social values embodied in a specific time period.

This trend later gave rise to cultural worldviews referred to as 'denial' and 'defense' of a culture. In other words, people who see their culture as the only worthwhile and dominant one, denying the existence of cultural differences (Bennett & Bennett, 2004), adopt a denial stance towards other cultures, proving narrow-mindedness. On the other hand, people who try to secure and protect their culture without losing their own identity or being threatened by the influence of other cultural groups, adopt a defensive stance (Bennett, 1993), which is more neutral and open to embracing 'otherness' (Fay, 2008a).

The stance a person adopts towards culture is conditioned through different socialization stages (Giddens, 1989) in their life, mainly during their school years when one's character is still being formed or adult experiences, namely secondary or tertiary socialization correspondingly (Byram, 1989). More specifically, individuals often perceive the world through the lens provided by their home culture and assume that their cultural perspective is the most normal and appropriate way of viewing the world, showing an 'ethnocentrism' stance (Fay, 2008a). Yet, the objective of intercultural studies still remains to move from an ethnocentric to an ethnorelative stance (Fay, 2008a), through which individuals will manage to embrace 'otherness' and acquire other cultural perspectives considered equally important to theirs.

Stereotypes among cultures have often prevented people from accepting something different from what they have been exposed to (Fay, 2008a). Embracing a different culture, for example, by learning a foreign language other than your mother tongue, does not necessarily mean you are assimilated into the host culture in which that particular language is spoken (enculturation) (Corbett, 2003). It may mean maintaining your own culture and language but letting room for new knowledge to come in and functioning within the new culture (acculturation) (Brown, 1986). Also, people who have been in contact with a new form of culture often experience a 'cultural shock' (Fay, 2008a) at first, but later this does not necessarily have bad connotations, as it can be turned into a very productive process of getting to know new things by coming in contact with the 'different'.

To sum up, what has been discussed so far has been an introduction to basic cultural worldviews which will be the predecessors of the attitudes of intercultural sensitivity and competence commented upon below.

3. BASIC KEY CONCEPTS

3.1. Intercultural Sensitivity

The teaching of culture can raise awareness, appreciation and acceptance of other cultures (Tomalin & Stempleski, 1993). Language has been considered a vehicle, product and producer of culture (Galisson, 1984) or learners are expected to acquire a second language along with its culture (Brown, 2007).

To develop that stance, teachers should be themselves interculturally sensitive, that is, able to discriminate and experience relevant cultural differences and willing to modify their behavior as an indication of respect for people of other cultures (Hammer, Bennett & Wiseman, 2003). Chen & Starosta (1997) see the basic components of intercultural sensitivity as empathy, self-esteem (sense of self-value), self-monitoring, interaction involvement, open-mindedness and non-judgment. Bhawuk and Brislin (1992) argue that intercultural sensitivity consists of three elements, including the understanding of cultural behaviors, open-mindedness towards cultural differences and behavioral flexibility in the host culture. The higher sensitivity teachers show, the more complex discriminations of difference they can perceive (Bennett, 2004).

Besides, teachers cannot be neutral on cultural issues since they respond to other cultures as human beings first and then as teachers. They need, therefore, to consider how their own stereotypes and prejudices may influence teaching subconsciously and the effect this may have on learners (Seelye, 1993). The degree of sensitivity teachers will show towards accepting cultural differences will also determine the degree of sensitivity they show towards enhancing cultural understanding from the part of their learners through their practices in their classroom. Therefore, intercultural sensitivity constitutes one of the prerequisites for intercultural education.

3.2. Intercultural awareness and Intercultural competence

Intercultural awareness can be gained through experiencing the culture, either directly through visiting a culture or indirectly through films, music or literature (Tomlinson & Masuhara, 2004). However, it is often the case that teachers lack that kind of awareness themselves, so they prove unable to transmit intercultural awareness to their learners as well.

Teachers could prove interculturally competent by exhibiting curiosity, openness and readiness to see other cultures without being judgmental (Byram, 1997). Maintaining their own cultural 'baggage', they should try to form intercultural relationships to construct their own identity (Clouet, 2012).

The need for intercultural communication competence came forth initially due to the increasing number of multinational enterprises and the global economic developments, which increased the need for intercultural exchanges across cultural bor-

ders (Gabel & Bruner, 2003). The need for intercultural communication skills in the workplace was extended to the classroom as well, since schools have been part of a curriculum in favor of intercultural competences in a European context with constant mobility of cultures.

4. WAYS TO PROMOTE INTERCULTURAL COMMUNICATION COMPETENCE IN CLASS AND TEACHERS' TRAINING NEEDS

The enhancement of intercultural communication within a class context has been a major objective of any classroom. Learners should be able to access cross-cultural dimensions being aware of their own and the foreign culture (Tomalin & Stempleski, 1993). Role-plays could prove efficient for the promotion of cross-cultural dialogues among learners (Brown, 2000) or even videotaped interviews, since they give natural, authentic language exchanges and they show culturally appropriate norms (gestures, social distance, eye contact) (Hadley, 2001).

Another way to support an intercultural lesson is, apart from adopting a specially designed textbook with focus on cultural elements, to fill the classroom with posters, advertisements, cartoons, maps with culture-specific events of other countries (Hendon, 1980). Various activities and tasks can be designed to introduce students to the target culture while textbooks should be enriched with more cross-cultural themes (Dai, 2011).

Teachers could encourage learners to keep a culture journal, where they can reflect on their everyday cultural experiences and feelings or share it with their classmates as they become more aware of the culture being studied (Jerrold, 2013). Radio, TV, websites, literature and films can let learners experience the other culture as well. A very efficient way for teachers to urge their learners to come in contact with the other culture would be to encourage the attendance of exchange programmes, the organization of study tours to the target culture and the use of realia (newspapers, magazines) reminding the culture they originate from (Karabinar & Guler, 2012).

In conclusion, the importance of training teachers has been officially acknowledged by the Committee of Ministers in a document that suggests the establishment of teacher training programmes in order to equip the trainees with intercultural understanding of the value of each culture (Council of Europe, 2001).
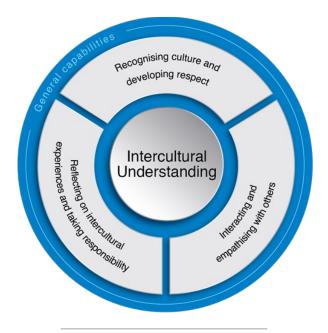
FIGURE 1. Intercultural Cycle.

5. CHARACTERISATION: THE INTERCULTURAL TEACHER/SPEAKER

International mobility demands interculturally competent individuals who are able to move easily from one culture to another. Teachers are the first to comply with the recently emerging needs regarding the training of their learners. In an increasingly culturally diverse environment, linguistic or communicative competences alone are not enough. Teachers are called upon to help learners see the connections between their own and other cultures, as well as awaken their curiosity about difference and otherness (Savu, 2014).

Consequently, the best teacher will be defined from now on as the one who plays the role of the 'intermediary' (Corbett, 2003). The intercultural teacher's goal is to form learners who will be able to live, study or work in a multicultural world. Therefore, they must influence and foster learners' sensitivity to 'otherness' and not to a particular unique culture. To be able to do that, flexibility of mind is required, which allows teachers to cross borders and accept differences (Savu, 2014).

5.1. Intercultural Education around Europe/The 'European Teacher'

The European school curricula have emphasized the need for intercultural education in every state's institutions so as to promote the idea of a united European place, where different languages and different populations can coexist harmoniously in a 'mosaic' of cultures. Education is a strong component in every country's organization through which attitudes towards difference and sensitivity to other cultures can be promoted. People get educated from an early age and can have teachers prepare them to live har-

moniously in a target language community (Hadley, 1993) or instill various attitudes in them towards the multicultural facet of the European setting they experience. In other words, right from the very first school years, a learner of a European country can come face to face with the diverse knowledge of languages and cultures existing around, since they are taught about foreign languages and cultures in their school curriculum. There comes the realization of the importance of knowing about, communicating and living with other people from different cultures, so there arises the need for a certain amount of preparation and competence (Clouet, 2012).

Another reason that prompts intercultural education around Europe is the fact that, due to immigration waves, many people have crossed borders and many children have been mixed up at schools within a European state. For example, Greece has experienced the multicultural mixing of classes due to learners' different origins. Consequently, teachers have to work out ways to face that multicultural mixing in their class efficiently and be prepared to respond to the cultural diversity by answering the challenges and opportunities they encounter in classroom (Papaefthymiou-Lytra, 2007). To be successful, they have to develop special competences and show intercultural sensitivity, that is open-mindedness and receptive attitudes towards their learners' varied ethnic backgrounds, as well as teach the rest of the 'ethnic majority' class the value of being open to 'otherness'.

The term 'European teacher' (Gassner et al., 2010) has been established to define teachers in the European Union, whose task is not only to educate future citizens of their particular member country but 'coach' their students in becoming globalized citizens as well. The 'European teacher' has certain values which show that they are not just national teachers, but instead they teach beyond the national curriculum. The European teacher views the educational system of their particular country in relation to other European ones. They work with heterogeneous groups and try to promote equal opportunities for everyone. They speak more than one European language (multilingualism) with differing levels of competence and have an education that enables them to teach in any European country. The 'European teacher' teaches from a European perspective while they foster exchanges with colleagues and learn from different teaching traditions.

It becomes obvious then that teachers should act as European citizens, fostering autonomous and active citizens through their teaching and facilitating mobility among students in other European countries through school exchanges, so that the latter can enrich their understanding for intercultural education, global environment and European citizenship (Bell, 1995).

There are examples of national curricula which have already applied that kind of intercultural education into their educational system (INTERACT Website, 2007). More specifically, Denmark, Portugal, England and Spain have introduced citizenship education

as a national curriculum subject, each one of them giving a different perspective to the term intercultural. For Portuguese and Spanish, intercultural education is geared towards the integration of immigrants, while the Danish emphasize international and transcultural understanding in order to enable students to cope in international/transnational environments. In England, the focus lies in promoting intercultural skills and mainly multicultural education.

Furthermore, the idea of intercultural and multicultural education around Europe has been advocated mainly by the Council of Europe policy documents and European institutions like UNESCO. Learning to live together is a key idea promoted around the European educational landscape as the ultimate goal of intercultural education (INTER-ACT Website, 2007). Still, moulding citizens as respectful, participative and socially responsible individuals who know their rights and accept their obligations is the main objective of multicultural education (Tome et al, 2014).

Intercultural education has long referred to the competences needed from the part of individuals in order to act effectively as European citizens. In particular, intercultural competence, which includes socio-cultural competence, has been considered a key notion for the comparison between the 'world of origin' and the 'world of the target community' (CEFR, 2001). Knowledge of the society and culture of communities, the beliefs, values, interpersonal relations, body language, norms and behavior patterns of social groups are essential to communication. Individuals need to be aware of the social rules of language use and understand the social context in which language is used (roles of participants in a given interaction, social status, social context) (sociolinguistic competence) (Canale, 1983).

5.2. Intercultural Education in Greece

In accordance with EU policies and following the changes in the European National Curricula, Greece has also been under a reformation process to respond to the changing needs of the Greek society. This can be attributed to the increasingly multicultural character of the Greek society which, due to immigration, embraces individuals from different ethnic backgrounds and has created the need for learners to be able to cope with diversity and for citizens to be interculturally and multiculturally aware (Fay, 2008b).

Intercultural schools embraced students with diverse linguistic, cultural and socio-economic backgrounds whose intercultural experiences have been constructive for the language classroom (Androussou, 2005). Teachers and learners experienced diversity of cultures in the uniformity of their own classroom. Intercultural schools attempted to increase intercultural awareness and guide teachers and learners to accepting, respecting, understanding and appreciating diversity at school and in society in general so as to overcome stereotypes (Lytra, 2008). Pilot programmes were established to provide

in-service training for teachers at schools, thus introducing the principles of intercultural education.

However, despite the reshaping of school as social institution and the effort to approach intercultural and multicultural education, the development of a truly intercultural mentality in the Greek society seems aspirational in realization (Fay, 2008b). To respond to these changes, teachers should meet a truly new professional identity, that of interculturally competent teachers (Sercu, 2005). They should develop intercultural sensitivity through specialized training programmes (Clark, 1990), which would prepare them to work with diverse students in multinational classrooms (Gay, 2002).

6. SUGGESTIONS

Interculturally responsive teachers should undertake the task to promote equality and mutual respect among learners as well as emphasize that no culture is superior to another. For this purpose and to help learners develop intercultural competence (Ladson-Billings, 2001), the integration of multicultural content into teachers' lessons is suggested (Gay, 2002). Teachers should try to establish inclusion by creating a classroom atmosphere where learners and teachers feel respected by one another (Wlodkowski & Ginsberg, 1995). Therefore, there is hope for a potential future change of teachers' attitudes in Greece regarding the integration of intercultural competence in their teaching to a greater degree and the adoption of a multicultural stance in their diverse classrooms.

7. CONCLUSION

In this Chapter, a description of different culture stances which predetermine certain attitudes to intercultural teaching was provided. The importance of teaching culture in class was presented. Moreover, the constituent elements of intercultural sensitivity were defined and the significance of teachers being interculturally competent was highlighted. Reference was also made to the notions of intercultural awareness and intercultural competence, the need that put forward their development and the ways to apply them in class. The reshaping of teachers' role into that of intercultural teachers both in Europe and Greece was examined and the need for teacher training in the domain of intercultural competence was discussed. In addition, the specific contexts of Europe and Greece served as examples of the application of cases of intercultural education.

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9. Special and Intercultural Education in the spectrum of Inclusive Philosophy

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ABSTRACT

This paper focuses on an inclusive approach to special and intercultural education. It aims to present a school in which diversity - either as a special educational need or as cultural diversity - is part of the whole, which must exist in "a school for all". The first part presents the concept of special education through a historical review of educational policy focusing on the pillars of institutionalization and asylum, normalization and deinstitutionalization, integration and finally inclusion. The concept of inclusion is examined in terms of the possibility of its realization in the Greek reality or if it tends to be part of a utopian educational romance.

The second part of the paper focuses on the concept of intercultural education. Reference is made to the models of educational policy (Democratic-assimilative, Liberal-inclusive and Pluralistic-inclusive) and intercultural education is placed in the model which can fulfill its conceptual and ontological destination. The third part approaches special and intercultural education in the spectrum of inclusive philosophy. The purpose of this paper is to emphasize that the structures of special and intercultural education can be inherent in a structure of the general school having a common component, which will be based on the removal of exclusion and marginalization. Both diversity based on special educational needs, and not only, as well as cultural diversity must coexist under the roof of the inclusive philosophy "in a school for all", where its purpose will not be limited to the learning adequacy it will offer, but also in the sculpting of consciousnesses, creating the conditions for the inclusive utopia of today to become the inclusive realism of tomorrow.

KEYWORDS: Special-Intercultural-Inclusive. Education. Inclusive Philosophy.

1. INTRODUCTION

Differentiation, exclusion and marginalization are obvious elements of society. Disability, cultural diversity, color, religion, sexual orientation are manifestations of a society that bases its existence on the 'Me and the others' dipole. Education is moving

in this dipole today. An education that instead of uniting and creating the conditions for change in this system, intensifies exclusion and marginalization. In this paper we will refer to the special structures of education based on the philosophy of exclusion by contrasting the perspective of a different philosophy which removes marginalization contributing not only to the cognitive adequacy of children, but primarily to their holistic development.

2. SPECIAL EDUCATION

According to law 3699/2008 "Special Education is defined as the totality of educational services provided to students with disabilities and identified special educational needs or to students with special educational needs" (Article 1, paragraph 1). The people who are included in the law of Special Education are people with: mental disability, sensory vision disabilities (blind, deaf), sensory hearing disabilities (deaf, hard of hearing), motor disabilities, chronic incurable diseases, speech disorders, speech disorders. Learning difficulties such as dyscalculia, dyslexia, dysgraphia, Attention Deficit Hyperactivity Disorder, diffuse developmental disorders (autism spectrum disorder), mental disorders, complex cognitive, emotional and social disabilities, mental abilities or talents that go far beyond what is expected of the individual's mental age group. (Law 3699/2008)

Making a brief history, the fate of children with disabilities until the early 20th century was linked to institutionalization and asylum. According to Finkelstein (1981), Stasinos (2013), due to the nature of their inadequacies, these individuals were characterized as incapable of work and in the context of a misunderstood charity were driven to the margins and cut off from the rest of society (p. 42). In Greece, charities and individual private initiatives that lead boarding schools, which provided protection, education, care and basic vocational training, are leading the way in a "charitable" mood (Stasinos, 2001).

The change in the perspective of "disabled children" which led to the normalization and deinstitutionalization occurred in the early 20th century with the introduction of compulsory schooling for all children even those with disabilities and the stimulation of the perception that all children, to the degree of their potential, can participate in the educational process. In this perspective, after the middle of the 20th century, special schools began to be created and then special departments, parallel support departments in order to integrate and fully integrate these children (Stasinos, 2013).

Today, special education is performed mainly in special units, while the institution of parallel support is essentially under-functioning under the weight of the financial crisis. The question we ask is whether the special unit is the right framework for educating children with general deficits. Is today the special education unit nothing more than a mutated type of institutionalization and marginalization of children with disabilities? Is

the special school today nothing more than a context of a general lack of education, as reported by Praeger & Copeland, (2000) Zoniou-Sideris, (2011) report that is unable to meet the educational needs of these children? (p. 77). What is the interaction of the children of the special units with the children of the general school when the contact between them is almost zero? Handleman et al, (2005), Harrower & Dunlap, (2001), Sigman & Ruskin, (1999) report by Galanis, (2009), focus on the importance of interaction and its benefits not only for children with disabilities, but also for "typical" children (p. 118). Many such as Howlin, (1998), Jordan & Powell, (1995), Schopler, (2001) as reported by Mavropoulou, (2011) accepting the fact that the cognitive abilities of children with mental retardation are given, insist on supporting special unit as the only capable unit for the education of these children (p. 84). Others such as Ainscow, (1999) Zoniou-Sideris report, (2011) are clear about the specific unit blaming it for unequal access to social goods such as education (p. 78).

In this context, even efforts that focus on half-measures of integration and integration such as joint breaks, joint excursions, joint courses (eg art) are doomed to failure. Therefore, integration (in the logic of the existence of special structures) is nothing more than how specific forms of special education benefits can be placed in the general context without being adjusted. General schools and classrooms are presented as the "hosts" of special education benefits rather than as a whole (Clark & Dyson & Skidmore & Millward 1997). The conceptual meaning of the terms "integration" and "integration" implies the existence and placement of a person who is judged as "different" within a group of other people who are judged as "non-different" in order to manage it in terms of harmonious coexistence. their. (Tokatli & Charalambidou & Fostiropoulos, 2009). So we wonder, if this is not the epitome of marginalization, then what is it?

The failure of special education and the education system in general is evident from the research of Papanikolaou, (2014) where a percentage of 85% of children with disabilities remain out of school, locked in their homes without anyone being interested in them. Are we called to serve this education? The answer is no. We are called to serve an education that respects individuality not in the context of a "charitable" disposition, but in the context of an inclusive perspective based on the Universal Declaration of Human Rights, (1948) where "All human beings are born free and equal in dignity and rights" (Article 1) as well as the Salamanga Declaration (UNESCO, 1994) which emphasizes the equal right of every child regardless of disability to his or her fundamental right to education. As much as inclusive education may seem like a utopia to the Greek reality, each of us is given the opportunity to change school events by putting in our view the dual character of inclusive education: a) educational and b) social with the ultimate goal of creating inclusive schools, but which will aim to create an inclusive society. Inclusion must exist to allow the voices of all people to be heard (Clark et all., 1997).

3. INTERCULTURAL EDUCATION

A similar special structure with different characteristics is intercultural education. Today's societies, as they were formed in the second half of the 20th century, are very different from those of the past. The rapid development of science and technology has reduced distances to a minimum and brought people closer together. At the same time, there has been massive population movements, mainly for economic and humanitarian reasons, from countries affected by wars and serious social problems.

Greece has been and continues to be a pole of attraction for different cultures as a large wave of immigrants from the Middle East and African countries flock here, seeking a better fortune. In fact, through the signing of the Dublin II agreement, it is called upon to manage the huge volume of human tragedy. This management of cultural diversity in relation to the dominant cultural identity makes it necessary to approach the term 'culture'. Hofstede (1980), as reported by Paleologos & Evangelou, (2011), presents the concept of culture as the set of elements that distinguish one group from another (p. 24). Heterogeneity is therefore the building block of comparing two or more cultures.

The educational policy of states in the context of multiculturalism is an issue. According to Modood's education models, (1997) Hadjisotiriou report, (2013) there is a separation of states into Democratic, Liberal, and Pluralist. In a Democratic state, the assimilation of the immigrant and the refugee into the dominant culture is proposed. There is recognition and equality, but it looks to the public sector and not the private sector. In a Liberal state, the concept of integration is proposed, which, although it favors cultural diversity, does not invest in the interaction of different cultures. In contrast to the assimilation model, privacy is recognized by ignoring the public sector. In a pluralistic state, inclusion is proposed, which recognizes equality in both the private and public sectors, emphasizing the concept of society as a result of the interaction of its members (pp. 28-39).

The concept of intercultural education in Greece was empty of content until 1990. Its educational system followed the assimilative model of education based on the common culture which was based on a unique culture, one language, one religion, one culture. (Chatzisotiriou, 2013). On the basis of this model, the immigrant presented significant deficits which were attributed to his cultural, supposedly, backwardness towards the culture of the natives. The blame for any failure was attributed, as Banks & McGee Banks (2009) report by Hadjisotiriou, (2013), entirely to the immigrant and the cultural diversity he brought (p. 39). The choices of children of cultural diversity were essentially two: a) acceptance of failure, marginalization and abandonment of all their educational efforts or b) their complete assimilation into the dominant culture (Damanakis, 2005).

The first law which refers not so much to intercultural education but to the establishment and operation of Repatriated schools is law 1865/89 Art. 7, par.1 (Government

Gazette 210 τ.Α / 28/9/89) and refers to the establishment and operation of these schools and the organic positions of teachers. However, the first law for intercultural education is located in 1996 (2413/1996 FEK 124 t.A / 17/6/96) after the large attendance of foreign and returning students as well as the strong criticism that was exercised in the assimilation policy until then and of problems it created (Belesi, 2009). Article 34 of the above law states that the purpose of intercultural education is the organization and operation of primary and secondary schools to provide education to young people with educational, social, cultural or educational specialties. Although the legislator's good intentions were to tackle the dead-end assimilationist policy in education, it nevertheless created the conditions for intercultural education over the years to evolve into a concept of marginalization and exclusion. Damanakis (2000) reference Belesi, (2009) emphasizes that the law of 1996 essentially created the conditions for the creation of not intercultural schools, but minority schools.

Now intercultural schools have lost their intercultural meaning. According to the data of IPODE (Institute of Education of Expatriates and Intercultural Education) in Greece there are 26 intercultural schools 13 primary, 9 high schools and 4 high schools in a total of 15,174 schools. Foreign students, returnees and in general cultural diversity students reach 200,000, while a percentage of their intercultural schools correspond to 0.17%. That is, a percentage of 10% of the student population of foreigners correspond to 0.17% of schools (Christodoulou, 2009). The reception departments and the tutoring departments according to the opinions of teachers and parents as reported by Skourtou & Vratsalis & Govaris, (2004) do not yield particular results. In this context, both special and intercultural education, despite good intentions, have failed in the essence of their practical structure. These educational structures, instead of mitigating the differences, sharpen them, because in our opinion their philosophy is such that it leads to exclusion and differentiation.

Based on the UNESCO (2006) report of Gerosimos, (2013) intercultural education can not be a static concept, but a dynamic with the ultimate goal and purpose of equal interaction between different cultural diversity (p. 351). The purpose of intercultural education is not marginalization and exclusion, but the cultivation of critical thinking and acquisition of skills, so that students develop into active citizens with an emphasis on communication, setting mutual understanding and acceptance as a rule and not as an exception (Athanasiou, 2007). However, intercultural education has been criticized by those who set the national cohesion of the state as a necessary prerequisite for any education (Markou, 2011).

4. INCLUSIVE EDUCATION

Inclusive education is a never-ending process (Angelidis & Avraamidou, 2011). A school based on the principle of the cognitive approach to education will fail in the context

of inclusion. A school within an assimilative or inclusive model of education fails to approach inclusive modes of education. In a school that deals with inclusion, the seat of education is placed in 'human relations'. According to Cummins, (1999) Babalis & Maniatis, (2013) what is more important than any teaching intervention, any educational planning and every student progress is the interaction relationships that the school should cultivate (pp. 66-67). However, the relations of interaction in school reality as reported by Segriovanni & Starratt, (1998) by Gerosimou, (2013) derive from two characteristics that focus on the whole set of school beliefs (school culture) and are a consequence of people's perceptions and assumptions and on the other hand to the patterns of behavior created by these beliefs (pp. 364-365). These beliefs in the context of inclusive culture are based on the creation of a school community that focuses on the triptych of security-acceptance-cooperation. Every child is safe in this context regardless of disability, cultural diversity, color, creed and sexual orientation. Security is the result of his acceptance by others. The collaboration is based on inclusion and concerns the whole society of which the school is a part. Teachers work with students, their families, their communities, and so do students in an interactive context. This triptych, however, is experienced in the context of values that relate to the inclusive philosophy and derive from respect for the value of each child, respect for the environment, the rejection of every notion of violence and the investment of holistic development of every child (Booth & Ainscow, 2011). It is important to mention that in inclusive education the coexistence of the school unit together with informal learning environments can bring substantial results to the interaction and completion of the child (Angelidis & Avraamidou, 2011).

5. INCLUSIVE PHILOSOPHY OF EDUCATION

The inclusive philosophy of education does not include a certain structure of education, but focuses on a different perspective of education, a different philosophical and pedagogical perspective that aims at the fundamental change of the current school (Stasinos, 2013). The beginning of this philosophy is found in the first article of the Universal Declaration of Human Rights, (1948) according to which: "All human beings are born free and equal in dignity and rights." The educational system must also move in this direction, in order to promote the educational well-being of all citizens, regardless of physical and mental integrity (and we will add any form of otherness).

Inclusive philosophy does not only focus on a different way of looking at things within the school, but also aims at a more general change of sociocultural becoming. A sociocultural becoming who has learned to follow the medical / individual model and not the social one. The difference between these two models is important not only for their different philosophical orientation, but also for the effects they have on the events of a society.

The individual / medical model: Concerns the approach of people with disabilities according to medical diagnoses. The person is treated as disabled due to the loss of his health. Charity and medicine are the main helpers of this model. The person due to the deficits resulting from his illness is classified as disabled, unable to cope with all the activities achieved by someone who is not sick and therefore disabled (Vergioti, 2010).

The social model: It concerns a different approach to disability by separating it from disease. The report of the disease focuses on the dysfunction that it brings to the individual, while the disability focuses on the effects of this dysfunction on the life of the disabled person (Panagiotou & Tsianika & Symeonidou, 2012). The weaknesses faced by disabled people and which according to the medical model are the natural consequence of their illness, are redefined on the basis of the "disability" of society as the only culprit for any barriers it sets in the lives of these people (Vergioti, 2010).

The individual / medical model and the social model do not only concern people with disabilities. His philosophical orientation can be distinguished in groups of people who are given the nickname of diversity, such as cultural diversity, different sexual orientation, religious diversity, etc.

Inclusive philosophy advocates an inclusive model of approach to all people. There are no others and we, but only us, there is no typical child, the disabled child, the child-immigrant there is only the child. The child with any peculiarities, to which the educational system must indulge not by marginalizing it, but by treating it in the context of a "School for all". There are not 2-3 societies, so why have two or three schools? Is it to serve our own inadequacy by eradicating it from our eyes and placing it in special educational structures?

Changes are needed and these changes are neither easy nor fast. As reported by Booth & Ainscow, 2011, Sebba & Aincow, 1996 (Gerosimou, 2013) inclusion is a process of perpetual change in both the content of structures and the approaches applied to education. The perspective of inclusive philosophy recognizes the diversity of disability and cultural diversity as part of a pluralistic society where diversity gives its own color to the canvas of the world. The "One school for all" in inclusive education participates in this "transformation", in order to respond directly to the needs of all students as a whole (Mamas, 2014, p. 81).

This "transformation" through dialogue justifies the equality of persons leading to the view of "equal opportunities and rights, while removing prejudices and accepting diversity" (Zoniou-Sideris, 2008). Opposite to inclusion are approaches such as inclusion and integration, which emphasize diversity, cultural diversity and disability. Inclusive philosophy could be characterized as utopian in today's capitalist society because it invests in human self-worth. It aims to defend an educational structure by offering everything that is deemed necessary for the educational approach of all children.

6. CONCLUSIONS

The practice of inclusive philosophy is based on the teachers themselves. The state in this project must contribute substantially and dynamically to the change of school reality for all children. However, not only children with special educational needs and cultural diversity need support, but also typical children and their families. Therefore, a collective change of mentality at the level of society is necessary, where diversity will not be considered as a disadvantage, but as an integral part of a reality in which everyone has the right to coexist independently. In short, inclusive philosophy requires a fundamental change. Any experimentation will have bad results, especially for children. We believe that the challenge-invitation is addressed to all teachers whose vision is not limited to completing their schedule alone, but to the transformation of education into a living and endless process that through the uniqueness and uniqueness of each child will aim at its transformation society itself

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Interdisciplinary Aspects of Educational Research for the Structuring of Knowledge / Aspectos interdisciplinares para la investigación educativa en la estructuración del Conocimiento

Contributing to the improvement of Education is contributing to the development of one of the most valuable assets in society. Education is even more valuable for the attachment of meaning to knowledge, and it is crucial for creating methods that allow and promote the teaching of key elements in the transmission of knowledge itself. Because Knowledge itself must be fed by as many scientific and technical disciplines as possible to create the most comprehensive group of data, Education must also be able of being interdisciplinary and to adapt its vocation for constructing and structuring knowledge to this interdisciplinarity. Interdisciplinarity offers an additional plasticity of thought, knowing how to adapt itself to ideas–without having to embrace them–to be able to identify and enhance their value–or reject them because they lack such value–with the ultimate goal of improving global knowledge. In this dialogue between the minute (data, information) and the general (Knowledge), Education is crucial with its structuring and embodiment of all the above-mentioned elements and its contribution to the *ἀρετή areté* 'excellence' of society, which goes beyond data because it provides them with a structure and turns them into significant knowledge through Education. The acquisition of *ἀρετή* was the main goal of *παιδεία*. For this reason, the goal of this volume is to constitute a significant sample of the value that good educational research can offer to the structuring of knowledge.

Contribuir a la mejora de la Educación es contribuir al desarrollo de uno de los activos de más alto valor añadido de la sociedad. La Educación es tanto más valiosa todavía porque es fundamental para la generación de significación al conocimiento, al tiempo que es crucial para la generación de métodos que permiten y promueven enseñar las claves para la transmisión del conocimiento mismo. Como el Conocimiento mismo se debe nutrir de los aportes de tantas disciplinas, ciencias y técnicas sea posible a fin de poder establecer el cúmulo de datos tan completo como sea, la Educación debe ser igualmente adepta a la interdisciplinaridad y debe saber adaptar a la misma su vocación por la construcción y estructuración del Conocimiento. La interdisciplinariedad aporta el plus de la plasticidad del pensamiento, saber adaptarse a las ideas –sin ser necesariamente adeptos a las mismas– para poder identificar y potenciar su valor –o desecharlas por no tenerlo– en pro de la mejora del conocimiento global. En este diálogo entre el detalle (información, datos) y lo general (Conocimiento), la Educación es crucial por su labor de estructuración e incardinación de todo ello y contribuye esencialmente a la *ἀρετή areté* 'excelencia' de la sociedad; esta va más allá de los datos pues los estructura y convierte en conocimiento significativo por medio de la Educación. La adquisición de la *ἀρετή* era la vocación de la *παιδεία*. Por todo ello, el presente libro tiene el objetivo de constituir una muestra significava del valor de lo bueno que la investigación educativa puede aportar a la estructuración del conocimiento.

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