

Mediterranean Scientific Conference: Educational Systems and Societal Changes. Challenges and Opportunities

Editor's Preface

The international scientific conference on contemporary challenges in education named *Educational Systems and Societal Changes: Challenges and Opportunities/ESSCCO* was held in Rijeka, in the organisation of the Faculty of Teacher Education, on 6 and 7 June, 2019. The co- organisers of the ESSCCO Conference were the Croatian Association for Educational Research (Hrvatsko udruženje za obrazovna istraživanja) and the Faculty of Education, University of Malta.

Educational Systems and Societal Changes: Challenges and Opportunities is a scientific conference that provided an opportunity for cooperation between and networking of researchers that study and reflect upon educational topics in the context of diverse scientific disciplines. The programme of the Conference encompasses presentations of the most recent scientific accomplishments within the field of education, as well as interactive debates, poster presentations and other forms of mutual exchange of experiences. The participants of the Conference included numerous scientists who deal with topics related to education, as well as methodicians, pedagogists, psychologists, sociologists and educational rehabilitators from nine European countries (Italy, France, Spain, Slovenia, Serbia, Bosnia and Herzegovina, Hungary, Malta and Croatia), the United States of America and the South African Republic. Around eighty participants conducted 55 thematic presentations. Two plenary sessions were held: Madam Rector of the University of Rijeka, Prof. Snježana Prijić Samaržija, Ph.D., held a plenary entitled *New Challenges for Higher Education in a Changing World*, and Prof. Régis Malet, Ph.D. from the University of Bordeaux (senior member the Institut Universitaire de France) held a plenary entitled *Empowering teachers for inclusion in schools: comparative perspectives on some challenges ahead*.

This double issue of the journal *Odgovno-obrazovne teme* presents 9 selected scientific articles that focus on examining educational topics in the context of diverse scientific disciplines in an attempt to provide answers to complex, interdisciplinary research questions. To be more specific, the author *Matić Tandarić* researches differences in selected activities or preferences between grammar school students and vocational

school students and differences based on age and sex. *Mrakovčić, Boneta* and *Ivković Hodžić* debate on the political involvement of students, thereby comparing results of their research with the political involvement of the young/students in European and Croatian research. *Marta Ilardo* researches participative discourse in relation to the regulations and development of participation in the Italian national context. *Mlekuž* and *Vršnik Perše* analyse and compare politics in the area of education of national minorities and immigrational or “new“ minority education and determine elements of specific models of politics which are used in Slovenia in the area of education of minorities. The qualitative analysis by *Cuconato* and *Loncle*, based on an international sample, presents initiatives for the better understanding of education of disadvantaged students and the role of teachers in ameliorating or reproducing their unfavourable position. *Ljubičić, Trajkovski* and *Antekolović* indicate that quality diagnostics of motor abilities is the foundation for planning and programming transformational processes. In their research, *Kostadin, Petrić* and *Minić* determine whether children of an early age equally participate in all offered kinds of motor activities and the diverse methods for the execution thereof, enabled also by multimedia. *Cucca* bases her article on the paradigm of critical feminist pedagogy. *Moreau, Destrumelle* and *Arneton* are oriented towards studying the discrepancy between students and teachers’ needs and the answers proposed by cultural institutions, on the example of France.

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Prof. Lidija Vujičić, Ph.D.