

Chapter # 19

LEADERSHIP OF PLACE TO BUILD ANTHROPOLOGIES OF PRESENCE: AN ALTERNATIVE EDUCATIONAL RESPONSE TO DISINFORMATION

Victoria Konidari & Manolis Koutouzis

Hellenic Open University, Greece

ABSTRACT

This study contends that the limitations of the current educational responses to disinformation underscore the need for a complementary educational approach. In this context, the chapter stresses the importance of moving from a correctional paradigm to one that frames combating disinformation as a political action, focusing on how young people engage in digital spaces. To support this shift, this study draws on the spatial characteristics of youth political participation and highlights the spatial dimensions of political engagement through Arendt's concept of space of appearance and de Certeau's distinction between strategies and tactics. A thematic analysis of 40 semi-structured interviews with Greek secondary education students aged 13 to 17 years revealed limited student engagement with the digital information space, societal issues, and informed opinions. The analysis also found that students received limited resources to navigate the digital space, and an equal number of students perceived safety in both the school and digital environments. Based on these findings, the chapter uses Riley's conceptualization of place leadership to propose a complementary educational response that could foster anthropologies of presence at school as a prerequisite for place-making in digital spaces.

Keywords: disinformation, anthropologies of presence, space of appearance, strategies, leadership of place, Greece.

1. INTRODUCTION

In the Global Risks Report 2025 of the World Economic Forum (Elsner et al., 2025), disinformation is, for the second consecutive year, the top-ranked short-to medium-term concern across all risk categories. Educational responses to disinformation have drawn on the correctional paradigm, placing emphasis on the one hand on curricula designed to promote information, media literacy, and critical thinking, as well as raising awareness through proactive (prebunking) and reactive (debunking) interventions (Chinn et al., 2021; Barzilai & Chinn, 2020).

The correctional approach to disinformation has two shortcomings. First, it seems to take for granted that young people are interested in social affairs and willing to invest the time needed to identify logical fallacies, check source credibility, and address inaccuracies required for responsible news consumption. However, this assumption is challenged. Recent studies show that young people today participate less in institutional politics than other age groups and less than young people did decades ago (Deželan, 2023, p. 14). They also show negative trends in political engagement, which often becomes significant during adolescence (Zhang, 2022; Janmaat et al. 2022). Second, although political actions are always related to a territory of action and are therefore always related to space (Sack, 1983; Sassen, 2013; Cresswell, 2015), space has not yet been considered in educational responses to

disinformation. In fact, the quantification and categorization of young people's forms of digital participation (Eurobarometer, 2024) do not address if and if so, in what ways the digital space is used as an information space for political participation. This latest remark resonates with de Certeau's (1984, p. 35) argument that counting "what is used" does not represent "the ways of using."

Given that "the ways of using" are ways of presence – signaling physical, mental, and emotional engagement with the world, this study aims to explore the following two questions: (a) how Greek secondary education students' use digital space, and (b) their interest in acquiring information on social issues and the geographical range of this interest. Additionally, to provide context, the study also examines the support systems available to Greek students that assist them in navigating the digital information space.

The rationale of this chapter is based on the position that combating disinformation is a conscious political choice and, therefore, requires presence in a territorial space of action. The first subsection provides a brief overview of how the transitions in youth political participation are related to transitions in different spaces of action. The second subsection draws on Arendt's (1958) concept of *space of appearance* and de Certeau's (1984) distinction between *strategies* and *tactics* to outline ways of performing political presence in space. After presenting the results of qualitative research in Greece, this chapter draws on Riley's (2013) framework of leadership of place to propose the enactment of anthropologies of space in schools as a complementary educational response to disinformation.

2. BACKGROUND

This section presents two objectives. The first is to highlight that young people's new forms of political action occur in different forms of space. The second is to emphasize the importance of territorial space, as a condition for political action to occur.

2.1. New Forms of Youth Political Participation and New Types of Political Spaces

Currently, young people's choice of political participation seems to be linked to distrust and dissatisfaction with institutional political actors and growing skepticism toward representative democracy (Bárta et al., 2021). Young people appear to prefer non-electoral and non-institutionalized forms of participation (Sloam, 2013; Yurttagüler & Deželan 2021), such as protesting, boycotting goods, community activism, and sit-ins. These new forms of political participation are increasingly turning to issue-based engagement, which is more personally meaningful and connected to everyday life (Sloam, 2016) but also gives rise to new forms of participatory spaces.

In their study, Crowley and Moxon (2017) highlighted the emergence of participatory spaces, which prioritize participation rather than focusing on specific participation methods or structures, and identified five broad categories: a) youth councils, parliaments, boards, and other formal structures where young people participate on an ongoing basis. These can be geographic or linked to specific organizations such as schools or NGOs; b) co-management and co-production processes, which involve shared power and collaboration between young people and adults in joint decision-making; c) deliberative youth participation, referring to structured public debates or dialogues about specific decisions, often organized as one-time events or series, with outcomes fed directly to decision makers; d) youth activism and protests, involving formally organized or loosely associated activists participating in campaigning groups and democratic protests aimed at influencing public decision-making; and e) young people's digital participation, referring to the use of the Internet, social media,

and mobile technology to connect young people to decision makers, either initiated by institutions or by young people themselves, such as through online petitions, consultations, or crowdsourcing ideas.

Similarly, Salto PI (2020), in distinguishing between conventional or traditional, unconventional or alternative, and individualized forms of youth political participation, also indicated that each type of political participation takes place in a different space. Conventional or traditional political participation includes institutionalized activities that take place within the electoral arena of the institutionalized system of representative democracy, such as voting in elections and referendums, joining political parties, running offices, signing petitions, and engaging in institutional mechanisms for youth participation. On the other hand, unconventional or alternative political participation activities, such as youth movements, demonstrations, strikes, boycotts, and petitions, use out-of-system approaches to achieve their goals and move from the institutionalized space of the political arena to the more fluid and emergent space of youth movements. In fact, prefigurative politics involve constructing alternatives and embodying future social relations in current practices (Törnberg, 2021), creating alternative models of democracy and decision-making within movements (Bárta et al., 2021), as a form of "constructive resistance" that seeks to build a new society within the shell of the old by embodying desired social relations and practices in the present (Törnberg, 2021). Finally, individualized political participation occurs at the restricted individual level and does not necessarily require group, community, or mass action. It is primarily associated with individual activities that carry political meaning in various areas as well as other personalized political actions that may not fit neatly into conventional or unconventional categories. Lifestyle politics is a form of individualized political participation in which, every day, individual choices are forms of political action (Bennett, 1998; de Moor, 2017).

2.2. Political Presence is Territorial Presence: Space of Appearance, Strategies and Tactics

These new ways of youth political participation resonate with Arendt's (1958, 1971) and de Certeau's (1984) thinking of the relation between space as territory, politics, and presence.

Although Arendt did not specifically refer to disinformation, she placed great emphasis on the devastating effects of lying in politics and the subsequent crises of democracy (1971, 1965). What is fundamental to Arendt's work, which brings valuable insights into the fight against disinformation, is that she did not limit the distinction between lies and truth but moved forward to emphasize the importance of informed opinions that can be expressed and debated in a public space of action. For Arendt opinions, as expression of political action, are not formed in isolation, and therefore their formation is not a private activity but an action that takes place in public space through public debate, requiring what Arendt called a "space of appearance" (Arendt, 1958). For Arendt (1958, p. 199), the "space of appearance" is a visible and material expression of power and agency, an "insertion into the human world ... like a second birth," and "a relational act" (1958, p. 19). This man-made space of appearance was for Arendt fundamental. In this regard, Arendt (1965) commented on the isonomy of the Greek polis and highlighted that it was the space of appearance provided by the Greek polis that guaranteed that "men were by nature ...not equal, and needed an artificial institution, the polis, which by virtue of its laws [nomos] would make them equal.... The equality of the Greek polis, its isonomy, was an attribute of the polis and not of the men, who received their equality by virtue of citizenship, not by virtue of birth" (1965, p. 23).

De Certeau (1984), through his conceptualization of *strategies* and *tactics* that put emphasis on people's everyday practices as forms of participation and resistance, also highlighted the relation between territory, politics and presence. De Certeau examined everyday life practices to show how daily actions are "arts of doing" that offer a more complete picture of how people navigate and remake their world. In this approach, humans are active agents – “users” and not passive recipients, who, through their everyday practices, can resist and transform the dominant order while remaining within the system. In this vein, De Certeau (1984, pp. 53-54) defined territory as 'one's own space, a *lieu propre*, and made a sharp distinction between strategies, which are territorial, and tactics, which are pure practices. A strategy assumes that a place can be circumscribed as a *lieu propre*. Unlike strategies, tactics, as the “art of the weak,” have no space of their own; they cannot encompass the entire space of the system and are included in the space of the other (de Certeau, 1984, p. xix). Strategies establish relations with the power that supports them within a space, whereas the rationality of tactics is realized through pleasures attached to the agent's daily practices (Certeau, 1984, pp. 37-38). Because tactics lack their own spatial domains, they must constantly manipulate events to turn them into opportunities, achieved in propitious moments when they can combine heterogeneous elements (Certeau, 1984, p. xix). Their only advantage lies in the ability “to make use of the cracks that particular conjunctions open in the surveillance of the proprietary powers” (Certeau, 1984, pp. 37-39).

3. METHODS

This study explores students' digital participation through three research pillars. Pillar 1 sought to explore the time spent online, main activities, and reasons for the attractiveness of the digital space. Pillar 2 sought to explore students' interest in social issues, their area of interest in relation to social issues, their favorite sources of information, and their perception of the impact of their choices. Finally, Pillar 3 aimed to explore whether students have support that would facilitate their navigation in the digital space.

Regarding ethical compliance, the research was conducted in accordance with the ethical standards of the institutional research committee and with the 1964 Helsinki Declaration and its later amendments or comparable ethical standards. Informed consent forms were created in compliance with the European Code of Conduct for Research Integrity (revised edition, 2017) and General Data Protection Regulation (GDPR, EU, 2016/679). The interviews were conducted after both the students and their parents signed an informed consent form, with the duration varying between 20 and 35 minutes. Interviews were conducted via Zoom during school hours.

To increase the information power of our sample, purposive sampling was used to recruit public secondary education students aged 13–17 years from three Greek regions. The sample was divided into urban and suburban areas of Greece. At this level of stratification, students from urban areas comprised two-thirds of the sample, thus reflecting the initial population distribution. The sample was further stratified to include participants from a wide range of backgrounds and capture diverse perspectives. The final sample consisted of 20 girls, 12 boys, and 8 LGBTQ+ students. Twenty-eight students were from low socioeconomic backgrounds (low or unstable income, lower educational attainment, and limited social mobility), and 12 were from upper socioeconomic backgrounds (high and stable income, medium to high educational attainment, and intergenerational continuity).

To ensure adequacy of the sample size, data saturation was determined empirically when no relevant new data emerged for either code or category. In this case, the code and category matrix had already stabilized during the initial 20 interviews across all sociodemographic categories. To provide strong empirical confirmation of data saturation, this number was doubled to forty interviews.

Figure 1.
Sample's sociodemographic characteristics.



4. ANALYSIS

Semi-structured interviews were transcribed, and an open coding strategy (Strauss & Corbin, 1990) was applied to the collected data. Thematic analysis using the MAXQDA coding system was conducted to perform reflexive thematic analysis (Braun & Clarke, 2022). Several rounds of refinement, definition, and naming of themes yielded the following results for each research pillar.

Pillar 1: Use of digital space

Findings in Pillar 1 revealed that students were almost equally divided between those who spent more than three hours and less than three hours per day online (Figure 2). They used the digital space primarily for communication and socialization (32 cases), followed by entertainment (15 cases) and information seeking (6 cases) (Figure 3). These findings are corroborated by the following question: Figure 4 shows that the majority are attracted to the digital space, with the main reasons being: a) for communication, students mentioned that they “feel more protected by the anonymity of the digital space” (S5) and “can express their concerns and questions more freely as they are not physically exposed” (S18); and b) for socialization, because “it can compensate for the lack of socialization in real life” (S34). Of the thirteen students who do not find the digital world attractive, nine clearly stated their lack of attraction, one cited social pressure because “everyone is online now” (S7), and three responses ascribed the code “a solution when I am bored” (S26).

Figure 2.
Time spent online.

▼ ☒ ☐ TIME SPENT ONLINE	0
> ☒ <3 hours	21
> ☒ 3-7 hours	13
> ☒ >7 hours	6

Figure 3.
Use of digital space.

▼ ☒ ☐ USE OF DIGITAL SPACE	0
> ☒ Opportunities for communication & socialisation	32
> ☒ Opportunities for entertainment	15
☒ Find information	6
☒ Openess to a transnational space	5
> ☒ Watch the lives of others/gossip	4
☒ I don't like the digital space	2
☒ The opportunity to have a private space	1
☒ Opportunities to learn	1

Figure 4.
Attractiveness of the digital world.

▼ ☒ ☐ ATTRACTIVENESS OF THE DIGITAL WORLD	0
▼ ☒ No, I don't find the digital space attractive	0
☒ Because everybody is online	1
☒ I do not find the digital world attractive	9
> ☒ A solution when I am bored	3
▼ ☒ Yes, I find the digital space attractive	0
> ☒ Communication & social media	8
> ☒ It is easier and quicker to find information	7
> ☒ Provides safer communication/expression without exposure	6
> ☒ Enhances/provides socialisation	5
> ☒ Provides opportunities for entertainment	5
> ☒ Provides opportunities for transnationality	3
> ☒ Provides opportunities to learn	2
☒ More shopping opportunities	1

Pillar 2: Social awareness, information practices and impact of choices

Findings in Pillar 2 showed that students were almost evenly split between those who were interested in current social issues and those who were not; they were most interested in their country in relation to these social issues; their favorite source of information was the Internet, and they were divided regarding the perceived impact of their personal choices (Figure 5).

Figure 5.
Social awareness: information practices and perceived agency.

▼ ☒ Social awareness	0
▼ ☒ I LIKE TO BE INFORMED	0
☒ No	19
> ☒ YES	21
▼ ☒ RANGE OF INTEREST	0
☒ Europe	5
☒ The world	10
☒ My country	16
☒ My school	5
☒ My city	6
☒ My friends and family	3
☒ No specific answer	2
☒ I am not interested	10
▼ ☒ PREFERRED INFORMATION SOURCES	0
☒ Internet	28
☒ People: school, friends, family	11
☒ TV	8
☒ Nothing	7
☒ It happens by accident, It is not a conscious choice	6
▼ ☒ OUR CHOICES MAKE A DIFFERENCE	0
☒ Yes	13
☒ Not always	16
☒ No	11

Pillar 3: Conversion factors

Pillar 3 examines the support students have received in relation to the digital space, their ability to recognize disinformation online, and their perceived safety in the digital space and at school. Figure 6 shows that a) parents are the most important source of support in relation to the digital space, b) students are almost equally divided between those who believe they can recognize disinformation and those who do not, and c) the number of students is identical in the three questions examining their ability to recognize disinformation, perceived safety online, and perceived safety at school.

Figure 6.
Conversion factors.

Conversion factors	0
SUPPORT IN THE DIGITAL SPACE	0
Parents	18
School	15
Friends	2
No support	13
I CAN TELL IF AN INFORMATION IS REAL OR NOT	0
Yes	15
Not always	13
No	12
FEELING SAFE ONLINE	0
Yes	15
Not always	13
No	12
FEELING SAFE AT SCHOOL	0
Yes	15
Not always	13
No	12
PEOPLE I TRUST IN CASE OF CRISIS AT SCHOOL	0
Friends & schoolmates	25
> The school	23
> Parents	12
> Other	4
PEOPLE I TRUST IN CASES OF BULLYING AT SCHOOL	0
> Parents	37
> Friends	20
> The school	10

5. DISCUSSION

The findings of the thematic analysis are important because they support our argument that it is necessary, first, not to confuse “what is used” with “the ways of using,” and second, to view the fight against disinformation as political presence situated in a territorial space of action. In fact, although this generation of adolescents is a true digital native inclined to search for information online (Dimock, 2019), the findings of the study showed that students rarely use digital spaces for information purposes (Pillar 1), a considerable percentage were not interested in current social issues, none of the students mentioned engagement with any social issue (Pillar 2), and they received little or no support from the school on how to navigate the digital space (Pillar 3).

The results of Pillars 1 and 2 confirm Sloam’s (2016) cumulative data on Greece. Sloam’s (2016) study, covering waves 1–5 (2002–2010) of young people (aged 15–24) across 15 EU member states (EU15), found that the overall level of youth participation in five political activities – voting in national elections, displaying badges or stickers, signing petitions, joining boycotts, and participating in demonstrations – is very low in Greece. Specifically, although youth electoral participation in Greece is within 10% of the average, youth turnout remains low. Greece was among the countries with moderate-to-high levels of engagement in electoral politics but comparatively low participation rates in issue-based forms of political action. Sloam’s (2016) study also showed that countries with the lowest youth participation—Italy, Greece, Ireland, the United Kingdom, and Portugal—are those where income inequality and child poverty are among the highest.

Moreover, the findings in Pillar 3 also align with previous concerns that informed and meaningful youth digital participation require young people to have sufficient digital, data, and media literacy skills and the ability to exercise their human rights both offline and online (Pawluczuk, 2020). These findings are also important because non-participation in the digital world could lead to a feeling of social exclusion, whereas a feeling of social inclusion may be induced by having access to the Internet as well as the willingness and skills to use it (Seifert & Rössel, 2019).

However, although our findings align with those of previous studies, we consider the above findings under Arendt's and de Certeau's (1984) approach, and new insights emerge. First, Greek students' absence of digital participation, interest, and engagement, and consequently a lack of informed opinions on social issues, suggests a lack of presence in the space of appearance. This lack of appearance in a public space where opinions are expressed, formed, and debated is crucial. For Arendt, this "shift from rational truth to opinion implies a shift from man in the singular to men in the plural" (1971, p. 14). As she argued, "*While all aspects of human condition are somehow related to politics, this plurality is specifically the condition-not only the *conditio sine qua non*, but the *conditio per quam*- of all political life*" (1958, p. 7). Moreover, if we view the above results under de Certeau's (1984) distinction between strategies and tactics, we realize that the rare use of digital space for information practices and the lack of engagement with any social issue reveals not only the absence of strategies, but also an absence of tactics. Furthermore, the identical numbers of students' perceived safety in the digital and school spaces (Figure 5) suggests that the absence of *lieu-propre* may be transferred across different forms of space. To provide a broader context for understanding the significance of this absence of interest in social affairs, we need to note that besides the ongoing social and financial issues of the country that have a direct impact on people's everyday lives, the interviews took place during a period (spring 2024) when femicides were the number one topic in the news the period the interviews were conducted (Kissas & Koulaxi, 2025; Zamfir, 2025).

In sum, students' lack of presence and engagement with the digital information space suggests the absence of Arendt's (1958) "space of appearance," and de Certeau's (1984) *lieu-propre*. This suggestion also resonates with compelling evidence that young people are not apathetic or disinterested outside institutional politics, but rather insufficiently informed and disempowered due to the obstacles they face, or increasingly skeptical because of mistrust in the political class (Deželan, 2023, p. 26).

6. LEADERSHIP OF PLACE TO BUILD ANTHROPOLOGIES OF PRESENCE: THE SPATIAL APPROACH TO DISINFORMATION

The spatial paradigm brings forward a different kind of educational response to disinformation that moves away from the correctional paradigm applied so far. The three predominant forms of the correction paradigm consist of a) fact-based rectifications that directly address inaccuracies in disinformation while providing accurate information, b) the identification of logical fallacies common in certain types of disinformation, and c) the discrediting of the plausibility of the disinformation or the credibility of its source (Ecker et al. 2022). In contrast, the spatial lens against disinformation puts forward the need to build anthropologies of presence at schools as a precondition for fighting disinformation.

Our suggestion is that this precondition be enacted at school by combining the framework of the leadership of the place. Leadership of place has been theorized by Riley (2013, 2017, 2022) as a dynamic, relational, collaborative, and research-informed form of leadership that centers on place, belonging, and student agency to create environments of

inclusion or exclusion at school. In Riley's theorization, school leaders act as "place-makers" who have the power and influence to shape the culture and climate of a school, are actively involved in creating healthy, welcoming school cultures, and foster a sense of belonging, safety, trust, and positive relationships.

Leadership of place puts forward the creation of what Arendt conceptualized as a space of appearance in which opinions can be debated and formed, and de Certeau (1984) described it as a *lieu-propre*, a space in which strategies can be developed. The enactment of this *lieu-propre* could take the form of participation spaces in school communities, enhancing students' voices at school, and engaging students in research activities on the conditions that shape their lives to foster their sense of belonging. In other words, leadership of place focuses on creating opportunities to make school what de Certeau (1984, p. 117) called "a practiced place."

This enactment of the space of appearance into *lieu-propre* could materialize by creating opportunities for students to engage with prefigurative and lifestyle politics at the school's microscale. On one hand, prefigurative politics are deeply related to placemaking, producing a *lieu-propre* through repeated actions, emotional intensity, and symbolic meaning (Yates, 2021; Dussault, 2022). On the other, lifestyle politics put forward students' tactics as a form of "hidden production" on creating their own meanings and practices by re-interpreting and repurposing what is offered to them (de Certeau, 1984, pp. 37-39).

The enactment of prefigurative and lifestyle politics at school seems to be critical if we consider that students express very low levels of interest in social issues related to their city and school (Figure 5). It is also particularly crucial during adolescence, since adolescence is a vital stage for shaping individuals' long-term participatory habits (Chan et al., 2014), a crucial time for the development of political thinking (Deželan, 2023, p. 26).

The need to approach disinformation through the lens of space has also emerged when considering how the dynamics of space and place have changed over the last few decades. This generation of young people is not only the first to operate in a media environment in which the lines between truth and lies, facts, and rumors are blurred to this degree (Ball, 2017; D'Ancona, 2017). This generation has also witnessed, or in some cases, affected by, the 2008 global financial crisis, pandemic, migration, refugee crisis, energy crisis, and war. They are also the first generation to realize that their lives depend on transnational and global phenomena, and the first, in the aftermath of the global financial crisis and the pandemic, to have been called twice in their lifetime the "lost generation" (World Bank, 2022).

7. CONCLUSION

These findings are significant because they indicate an alternative educational response to disinformation that goes beyond the limitations of the correctional paradigm. This study argues that young people's interest in combating disinformation is a multifaceted phenomenon that is deeply connected not only to literacy but also to the spatial and digital dimensions of belonging and agency. From this perspective, this chapter offers an alternative and complementary educational response to disinformation by combining Arendt's (1958) conceptualization of the *space of appearance*, de Certeau's (1984) post-structural approach to space, and Riley's (2013) leadership of place to put forward students' prefigurative and lifestyle politics as placemaking mechanisms at the school microscale.

Our professional experience in Greek public education during the early stages of our careers, our current academic positions and credentials in human geography and school leadership, and our personal experience with rising institutional distrust and increasing disinformation tactics in Greece place us in a valuable position to gain insights into the research questions.

8. FUTURE RESEARCH DIRECTIONS

This study relied on semi-structured interviews, which provided rich contextual insights into the Greek context but had inherent limitations regarding the generalization of results. Although the findings are consistent with previous research, the argument of this chapter could benefit from comparative studies across countries, longitudinal designs to track youth digital participation over time, or mixed-method approaches that integrate surveys and interviews.

REFERENCES

- Arendt, H. (1958). *The human condition*. Chicago: University of Chicago Press.
- Arendt, H. (1965). *On Revolution*. New York: The Viking Press.
- Arendt, H. (1971). Thinking and moral considerations: A lecture. *Social research*, 417-446.
- Ball, J. (2017). *Post-truth: How bullshit conquered the world*. London: Biteback Publishing.
- Bárta O., Boldt G., & Lavizzari A. (2021), *Meaningful youth political participation in Europe: concepts, patterns and policy implications*. EU-Council of Europe Youth Partnership, Council of Europe Publishing, Strasbourg. Retrieved from <https://edoc.coe.int/en/youth-in-europe/10301-meaningful-youth-political-participation-in-europe-concepts-patterns-and-policy-implications-research-study.html>
- Barzilai, S., & Chinn, C.A. (2020). A review of educational responses to the “post-truth” condition: Four lenses on “post-truth” problems. *Educational Psychologist*, 55(3), 107-119. <https://doi.org/10.1080/00461520.2020.1786388>
- Bennett, W. L. (1998). The uncivic culture: Communication, identity, and the rise of lifestyle politics. *PS: Political Science & Politics*, 31(4), 741-761.
- Braun, V., & Clarke, V. (2022). Conceptual and design thinking for thematic analysis. *Qualitative Psychology*, 9(1), 3-26. <https://doi.org/10.1037/qup0000196>
- Chan, W. Y., Ou, S. R., & Reynolds, A. J. (2014). Adolescent civic engagement and adult outcomes: An examination among urban racial minorities. *Journal of Youth and Adolescence*, 43(11), 1829-1843. <https://doi.org/10.1007/s10964-014-0136-5>
- Chinn, C.A., Barzilai, S., & Duncan, R. G. (2021). Education for a “post-truth” World: New directions for research and practice. *Educational Researcher*, 50(1), 51-60. <https://doi.org/10.3102/0013189x20940683>
- Cresswell, T. (2015). *Place: An introduction*. Oxford: Wiley Blackwell.
- Crowley, A., & Moxon, D. (2017). *New and innovative forms of youth participation in decision-making processes* (pp. 15-18). Strasbourg, France: Council of Europe. Retrieved from <https://edoc.coe.int/en/youth-in-europe/7625-new-and-innovative-forms-of-youth-participation-in-decision-making-processes.html>
- D'Ancona, M. (2017). *Post-truth: The new war on truth and how to fight back*. New York: Random House.
- De Certeau, M. (1984). *The practice of everyday life*. California: University of California Press.
- De Moor, J. (2017). Lifestyle politics and the concept of political participation. *Acta Politica*, 52(2), 179-197. <https://doi.org/10.1057/ap.2015.27>

- Deželan, T. (2023). *Young people's participation in European democratic processes. How to improve and facilitate youth involvement*. European Union. Retrieved from [https://www.europarl.europa.eu/thinktank/en/document/IPOL_STU\(2023\)745820](https://www.europarl.europa.eu/thinktank/en/document/IPOL_STU(2023)745820)
- Dimock, M. (2019). Defining generations: Where Millennials end and Generation Z begins. *Pew research center*, 17(1), 1-7. Retrieved from <https://www.pewresearch.org/short-reads/2019/01/17/where-millennials-end-and-generation-z-begins/>
- Dussault, J. (2022). The prefigurative politics of place-making: Analysis of a neighbourhood-based campaign for a social centre. *Emotion, Space and Society*, 44(2), 100901. <https://doi.org/10.1016/j.emospa.2022.100901>
- Ecker, U. K., Lewandowsky, S., Cook, J., Schmid, P., Fazio, L. K., Brashier, N., ... & Amazeen, M. A. (2022). The psychological drivers of misinformation belief and its resistance to correction. *Nature Reviews Psychology*, 1(1), 13-29. <https://doi.org/10.1038/s44159-021-00006>
- Elsner, M., Atkinson, G., & Zahidi, S. (2025). *Global Risks Report 2025*. Retrieved from <https://www.weforum.org/publications/global-risks-report-2025/>
- Eurobarometer Flash 545. (2024). *Youth and democracy Report*. European Union. Retrieved from https://ec.europa.eu/commission/presscorner/detail/en/ip_24_2569
- Janmaat, J. G., Hoskins, B., & Pensiero, N. (2022). *The development of social and gender disparities in political engagement during adolescence and early adulthood: what role does education play?*. Retrieved from <https://www.understandingsociety.ac.uk/research/publications/publication-557819/>
- Kissas, A., & Koulaxi, A. (2025). The Platformized Communication of Femicide in Greece: A Populist Critique of Gendered Violence from Feminist Community Pages on Social Media. *Violence Against Women*, 0(0). <https://doi.org/10.1177/10778012251401890>
- Pawluczuk, A. (2020). Digital youth inclusion and the big data divide: examining the Scottish perspective. *Internet Policy Review*, 9(2), 1-18. <https://doi.org/10.14763/2020.2.1480>
- Riley, K. (2013). *Leadership of place*. London: Bloomsbury Publishing.
- Riley, K. (2017). *Place, belonging and school leadership: Researching to make the difference*. London: Bloomsbury Publishing.
- Riley, K. (2022). *Compassionate leadership for school belonging*. London: UCL Press.
- Sack, R. D. (1983). Human territoriality: A theory. *Annals of the Association of American Geographers*, 73(1), 55-74. <https://doi.org/10.1111/j.1467-8306.1983.tb01396.x>
- Salto - Participation and Information. (2020). *Youth Participation Strategy*. Retrieved from <https://participationpool.eu/resource/youth-participation-strategy/>
- Sassen, S. (2013). When territory deborders territoriality. *Territory, Politics, Governance*, 1(1), 21-45. <https://doi.org/10.1080/21622671.2013.769895>
- Seifert, A., & Rössel, J. (2019). Digital Participation. In D. Gu, & M. E. Dupre (Eds.), *Encyclopedia of Gerontology and Population Aging* (pp. 1-5). Cham: Springer. https://doi.org/10.1007/978-3-319-69892-2_1017-1
- Sloam, J. (2013). 'Voice and equality': Young people's politics in the European Union. *West European Politics*, 36(4), 836-858. <https://doi.org/10.1080/01402382.2012.749652>
- Sloam, J. (2016). Diversity and voice: The political participation of young people in the European Union. *The British Journal of Politics and International Relations*, 18(3), 521-537. <https://doi.org/10.1177/1369148116647176>
- Strauss, A., & Corbin, J. (1990). *Basics of qualitative research*. Thousand Oaks, CA: SAGE.
- Törnberg, A. (2021). Prefigurative politics and social change: A typology drawing on transition studies. *Distinktion: Journal of Social Theory*, 22(1), 83-107. <https://doi.org/10.1080/1600910X.2020.1856161>
- World Bank. (2022). *World Bank blogs. We are losing a generation: The devastating impacts of COVID-19*. Retrieved from <https://blogs.worldbank.org/en/voices/we-are-losing-generation-devastating-impacts-covid-19>
- Yates, L. (2021). Prefigurative politics and social movement strategy: The roles of prefiguration in the reproduction, mobilisation and coordination of movements. *Political Studies*, 69(4), 1033-1052. <https://doi.org/10.1177/0032321720936046>

- Yurttagüler, L., & Deželan, T. (2021), Shrinking democratic civic space for youth. *Council of Europe*, 1-35. Retrieved from cb8643c1-2707-0f1b-3f81-f13704dc9081.
- Zamfir, I. (2025). *Violence against women in the EU. State of play in 2025*. EPRS, European Parliamentary Research Service. PE 772.921. Retrieved from [https://www.europarl.europa.eu/RegData/etudes/BRIE/2025/772921/EPRS_BRI\(2025\)772921_EN.pdf](https://www.europarl.europa.eu/RegData/etudes/BRIE/2025/772921/EPRS_BRI(2025)772921_EN.pdf)
- Zhang, W. (2022). Political disengagement among youth: A comparison between 2011 and 2020. *Frontiers in Psychology*, 13, 809432. <https://doi.org/10.3389/fpsyg.2022.809432>

ACKNOWLEDGMENTS

The European Commission funded this project. Project number: 101132954 – DRONE – ERASMUS-EDU-2023-PI-FORWARD. Research: DRONE: Teachers and school leaders' training to promote digital literacy and combat the spread of disinformation among vulnerable groups of adolescents.

The authors declare that they have no affiliations with or involvement in any organization or entity with any financial interest in the subject matter or materials discussed in this manuscript.

AUTHORS' INFORMATION

Full name: Victoria Konidari

Institutional affiliation: Hellenic Open University and University of Patras

Institutional address: 18 Aristotelous St. 263 35 Patras, Greece

Biographical sketch: Konidari Victoria is currently an assistant teaching staff (EDIP) in the Department of Sciences of Education and Social Work at the University of Patras and a senior researcher at Hellenic Open University. After receiving a Marie Curie fellowship funded by the EC (grant number 750405), she worked as an autonomous postdoctoral researcher in the FISPPA Department of the University of Padua, Italy, where she was in charge of the Re-mapping research Project (<http://remapping.upatras.gr/>). Her current research interests focus on hybrid forms of educational disadvantage, the human geography approach in school effectiveness, the integration of refugees, migrants, and vulnerable populations, leadership for resilience, and crisis management in education.

Full name: Manolis Koutouzis

Institutional affiliation: Hellenic Open University

Institutional address: 18 Aristotelous St. 263 35 Patras, Greece

Biographical sketch: Manolis Koutouzis is a Professor (Educational Management) and Dean at the School of Humanities at Hellenic Open University. He graduated from the Department of Primary Education of the University of Athens. He continued his studies in the UK, where he was awarded an MA (Organization, Planning and Management Education (MA) degree and Ph.D. (Education) from the University of Reading. He was also a Fulbright scholar in 2006, when he attended the Postgraduate Course "Study of the United States Institute" at the University of Illinois, Chicago, USA. His research interests include educational leadership and management, teachers' professional development, and the identities of teachers and school principals. He has been a scientific coordinator for many research projects concerning educational leadership and management, teachers' professional development, and educational policy related to vulnerable groups, while also being a country expert" in international programs of the OECD. Currently, he teaches as an external lecturer in postgraduate courses at the Universities of Athens, Thessaly and Western Macedonia. He has taught Postgraduate Courses at the Open University of Cyprus and the European University Cyprus.