

RECIPE



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Lifelong
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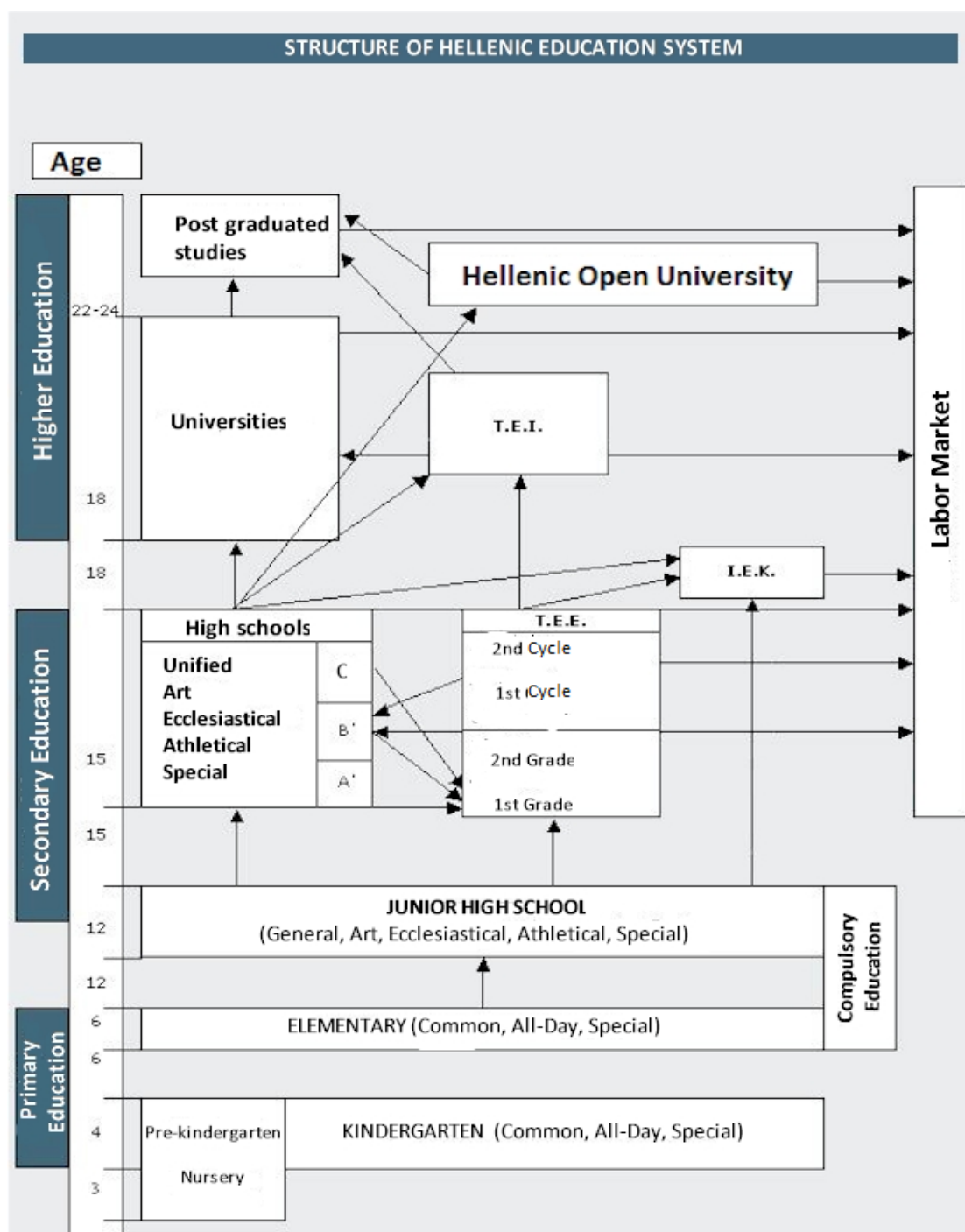
Basic characteristics of modern Greek educational system



RECIPE - G R E E C E

1

Education is a responsibility of the State, protected by the Constitution, and is provided for free in every educational level, ranging from kindergarten until university. There is a relatively small number of private schools in existence, but only state universities and institutions provide students with third-degree education and diplomas. The Greek educational system is very centralized regarding its organization and administration, as well as educational content. There's a national detailed curriculum, unified class schedules and approved textbooks which are compulsory for both public and private schools.



(*T.E.I.: Technological Educational Institutes
T.E.E.: Technical and Vocational Education
I.E.K.: Vocational Training Institutes)

Hellenic Educational System Structure

The Hellenic educational system is divided into three different levels:

- a) Primary Education, which includes Kindergarten and Elementary School
- b) Secondary Education, which includes Middle School (Junior High Schools) and High Schools (General and Technical-Vocational) and
- c) Higher Education, which includes Universities and Technical Educational Institutions.

The Structure of the Educational System, according to its division into mandatory and post-mandatory as dictated by the European Union, is as follows:

Compulsory

Education in Greece is compulsory for all children aged 6-15, meaning it includes Kindergarten, Primary Education (Elementary School) and Lower Secondary Education (Middle School). Student school life, however, may begin at the age of 2,5 years (pre-school education) in institutions (private and public) called Nursery Schools. Some Nursery Schools also include Kindergarten Schools.

School attendance duration in Primary Level Education (Elementary School) is six years, with the admittance age being 6 years. Along with common Kindergarten and Elementary schools there are also All-Day schools, which follow an extended schedule and an enriched Curriculum.

Post-compulsory

Classified

Post-compulsory Secondary Education, according to the reform of 1997, includes two types of schools: General High Schools and Technical-Vocational Institutions (T.E.E.). The attendance duration is three years for General High Schools and two years (1st study cycle) or three years (2nd study cycle) for T.E.E., while mutual transfers from one type of school to another are not excluded. Along with the common schools of Primary and Secondary Education there are Specialized Kindergarten, Elementary, Middle and High schools in existence, as well as High School classes, all of which appeal to students with special educational needs. There also exist Music, Art, and Ecclesiastical High Schools.

Non-classified

Post-compulsory Secondary Education also includes Institutions of Vocational Training (IEK), which offer official but not classified education. These Institutions are

characterized as non-classified, because they accept both Middle School graduates and High School graduates, depending on their areas of specialty.

Higher Education

Public Highest-level education is further divided into Universities (A.E.I.) and Highest Technological Educational Institutions (A.T.E.I.). Student admittance in these institutions is based on their performance in national-level examinations which take place in 2nd and 3rd grades of High School. Additionally, in the Greek Open University students are admitted starting at the age of twenty-two, following a random draw. The diagram above briefly presents the structure of the Greek educational system, as composed of institutions of official typical, classified or non-classified education. Official typical education is characterized by a standard attendance duration, and award of a formal study certificate in the end, which also constitutes its validation by the state. The classification of educational institutions demands the possession of a proving certificate (diploma, degree, etc.) of the previous educational level in order to proceed to the next.

It is noted that the diagram shows the general picture of the educational system in all aspects mainly overseen by the Ministry of Education, which are also of the widest range. Many other educational services, classified or not, of all the educational services provided in Greece constitute a grid of increased complexity, increased levels and is also differentiated. Many other educational services, classified or not, are offered in the official educational system and in cooperation with it.

Administrative Organization of Primary Level and Secondary Level education:

- *in a national level:* Ministry of National Education and Religious Affairs
- *in a regional level:* Regional Directorates of Primary and Secondary Education
- *in a regional unit level:* Directorates of Education
- *in a local level - school unit level:* Principal of the School Unit and Teachers' Association

Educational supervision:

- *in a national level:* Educational Policy Institute
- *in a regional unit level:* School Advisors

Actions-measures of balancing αγωγής in the school environment

Reception Classes I & II

They concern an idea of balancing deficiencies in the use of the Greek language, and their goal is the smooth integration of the students with their classroom environment and to respond to the linguistic demands of the Greek Schools.

Their founding and operation is determined each year according to the needs of the respective students, who usually attend 1st grade of Elementary School. The first reception classes were founded in 1980 with the purpose of addressing linguistic deficiencies - needs of repatriates and immigrants who had already entered the country.

Besides those students, there are also reception classes exclusively for Roma students, who often face problems in learning the Greek language due to not attending school regularly and lack of support from their familial environment. They do not operate independently as classes, but are integrated with the school unit, operate for a few hours during the school day, mainly when mathematics and language are taught, and during the remaining school hours they attend their normal classes.

It seems that the basic purpose of the above is to provide students, who do not know the Greek language or know very little, with specialized and intensive help in order for them to be able to proceed with the educational process unhindered. There exist two types of reception classes: **Reception Class I** where the student is given intensive lessons on the Greek language for a year, and **Reception Class II** where the student is given supportive lessons on Greek language learning in their classroom for two years, along with attending their regular class's lessons.

The support provided by Reception Classes II means, among others, the differentiation of teaching and its adapting to the needs and abilities of those students, in order for them to gradually develop the necessary linguistic skills which will in turn allow them to integrate normally and equally with the educational process.

A necessary condition for a child to attend a reception class is to determine, using official diagnostic tests, the students' level of knowledge of the language, as well as the written permission of their parents. In the same line of thought and with the same purpose, there also exist, both in elementary and middle-high schools, the learning support classes.

Integration classes

The Integration Class is a Special Education structure inside general schools, with its purpose being educational intervention with individualized programs towards students with special educational needs. It operates inside the general school as a separate class and accepts students from all grades.

Which students can participate in the Integration Class:



In the Integration Class, the following students may participate:

A) those who have a diagnosis from an official diagnostic agency.

B) those who do not have a diagnosis but have been observed by their teacher to show specific difficulties. In this case a student evaluation by the classroom teacher is necessary, as well as the confirmation of the School Advisor. In both cases, in order for the student to attend their school's integration class, their parent's written permission is necessary.

How does the Integration Class work:

A) Specialized program, common for groups of students with similar special educational needs.

B) Specialized personal program for students with more severe special educational needs (e.g. Down Syndrome, autism). This program often tends to take place simultaneously with education together with other students within the general student's class.

The students chosen to attend the Integration Class are organized into groups according to their educational needs. This means that participation in each group has no relation to the students regular grade (e.g. within a group there may be a 2nd-grade student, two 3rd-grade students, and a 5th-grade student working together because of their common difficulties).

Afterwards, the i.c. teacher, along with the classroom teacher and the parents' opinion, decides upon the hours of attendance so the students will not miss their classes of regular attendance and performance in the general class.

Under no circumstances are students taken from the classes they love and which improve their self-image, such as physical education, music, arts, theater education, and computers. It's usually preferable for students to miss lessons which they may easily make up at home, such as religion, history, geography, science class etc.. In cooperation with the classroom teacher, each student's program is readjusted depending on the conditions and their needs. This means that the need may arise for the student to attend some classroom activities which may not be replicated, e.g. experiments, or for evaluations, e.g. exams and tests.

In the Integration Class, student participation may not exceed 15 hours a week. The schedule usually is as follows:

- Groups with mild educational needs: 2-3 hours a week
- Groups with more severe educational needs: 5- 8 hours a week
- Individualized programs for low-grade students who are not yet able to read and write: 10 hours a week

What is taught in the Integration Class



The integration class teacher is called:

- To intervene in the individual difficulties students face (e.g. difficulties in writing, reading in a slow pace, difficulties in grammar use, in writing skills, in mathematics, and others).
- To teach cognitive and metacognitive strategies of knowledge management and also to teach a structured studying method in school and at home.

The integration class is not a supportive learning class which necessarily corresponds to the general curriculum of the τάξη the student is currently attending.

In the integration class, each student's educational needs are individually evaluated and their personal curriculum decided according to the deficiencies observed during the evaluation procedure conducted by the special teacher. This means that a 4th-grade student will not be taught division inside the integration class according to his class's curriculum if it's noted that said student does not know multiplication. Above all, the students' educational gaps need to be filled first in order for them to gain the ability to respond to more demanding school work.

Collateral Support - Special support and Special Educational Staff

In case the student cannot attend an integration class or their needs are of such nature that causes the need for individualized support and an intervention program to arise - this is always judged by the State Diagnosis Center (ΚΕΔΔΥ)- then collateral support is recommended for the student in the classroom, throughout the whole duration of classes, by specialized educational staff who is appointed for this reason by the Ministry of Education.

The approval for collateral support lasts for a year, except if it concerns children with autism, in which case it's automatically renewed every school year. Staff recruitment, same as in the integration classes and the reception classes is conducted by the Ministry of Education through the Directorates of Education.

For children who cannot help themselves, respectively, recruitment of Special Support or Educational Staff is provided, who cover any existing functional needs of students besides their educational needs.

Institutions of Pedagogical Work Support

School Advisors

School Advisors are teachers with increased qualifications and adequate education experience, who are selected by the Ministry of Education in order to provide what their title implies: Advisory services to class teachers, scientific and pedagogic guidance and support.

The role of school advisors is, among others:

1. Training of teachers regarding education, innovative actions and activities which contribute to the improvement of educational procedures.
2. Updating of teachers knowledge in teaching matters.
3. The contribution in special in solving of special problems that teachers may face in their classrooms..
4. The conformation of weekly class schedule in co-operation with the teachers association and the principal of the school unit respectively.
5. The evaluation of the educational process and the evaluation of the teacher as well.

DDCS - Differential Diagnosis and Children with special needs Support Centers (ΚΕΔΔΥ)

DDCS's are decentralized public agencies, belonging to the Ministry of Education and coming under in the Regional Directorate of Education and their goal is to provide diagnosis, evaluation and support services for the students and especially for those who have special educational needs. Also, DDCS is in charge of support, information and awareness activities for teachers, parents and society. They were founded in 2000. They are composed of inter-science staff and especially of the specialties: Social Worker, Psychologist, speech therapist, teachers of primary and secondary education specializing in Special Education. There is one DDCS in every Directorate of Primary and Secondary Education respectively.

Primary Duties

1. The research for ascertainment of the kind and degree of difficulties persons with special educational needs face, within the totality of school and pre-school age children.
2. The suggestion for student registration, classification and attendance in the appropriate school unit as well as the overseeing and evaluating of their education progress in co-operation with school advisors, school principals and special education teachers.

3. The suggestion for the formation of adapted personalized or group programs of psychopedagogic and teaching support, creative activities as well as the appliance of other scientific, social and other supporting measures for people with special educational needs at schools, at DDCS facilities or at home.
4. The advisory support and information to the education staff and to everybody involved in education process and vocational support, in the whole area of education and the organization informative and advisory programs for the parents and those who have the parental care.
5. The definition of the types of aids and instruments a child needs in school or at home as well as suggestions to better accommodate the child within school grounds.
6. The suggestion to replace written tests for students with special educational needs with oral or other tests regarding secondary education examinations.
7. The suggestion to found, close, promote, demote, convert or merge special education schools and integration classes.

All actions and suggestions by the DDCS have educational orientation.

Every year, an inquiry is conducted in schools in November and December, in order to find students who are in need of intervention. Students who show signs of falling into the categories of persons with special educational needs are recorded in the DDCS files and in cooperation with their teachers as well as their parents' permission, are referred for further evaluation. For every child being evaluated, a classified personal record is composed and kept in the agency.

Besides evaluating students, DDCS is also able to take charge of support services for the children's families, wherever and whenever it's deemed necessary. In this case it develops actions and advisory programs for parents, which are implemented through personal or group meetings with the parents in regular time intervals.

Regional Training Centers - R.T.C. (Π.Ε.Κ.)

Centers which operate independently but are sponsored by the Ministry of Education, cooperate with all education bodies and aim to provide training, to update teachers' knowledge for those still teaching in the educational system. It's the primary institution in charge of training teachers.

Institute of Education Policy - I.E.P. (Ι.Ε.Π.)

The Institute of Education Policy (I.E.P.) was founded in 2011 with the Act 3966/11. It's a Legal Person governed by Private Law and is supervised by the Ministry of Education and Religious Affairs.

It operates in favor of the public interest as a leading scientific institution, supporting the Ministry of Education and Religious Affairs, with its primary purpose being scientific research and study of issues concerning Primary and Secondary

Education, the transition from Secondary to Post-Secondary Education, as well as the continuous and technical support of the design and application of this educational policy on these matters.

Purpose - Responsibilities

1. The I.E.P. is a leading scientific institution which supports the Ministry of Education, Ministry of Culture and Sports in matters concerning primary and secondary education, as well as the transition from secondary to post-secondary education.

2. The purpose of the I.E.P. is scientific research and study of the issues mentioned in the previous paragraph and the continuous and technical support of the design and application of this educational policy on these matters.

3. For the fulfillment of this purpose, the I.E.P. has, in particular, the following responsibilities:

a) Advises or suggests, following a relative query by the Minister of Education and Religious Affairs, of Culture and Sports or on its own initiative, respectively, regarding:

- Matters concerning the conformation, the constant modernization and optimal application of educational policy in all types of school units,
- Matters concerning study programs for primary and secondary education, textbooks and other means of teaching, subjects of teacher education and training, the selection of teachers through the Supreme Council for Civil Personnel Selection (A.S.E.P.), the scholarship program of State Scholarships Foundation (I.K.Y.) regarding educational sciences and teachers' educational leave of absence with the purposes of educational policy, matters concerning evaluation of administrative and educational structures of primary and secondary education and their teachers, matters concerning the operation of Greek schools abroad and matters concerning the education of Hellenes abroad and intercultural education.

b) Investigates and pinpoints overlapping in research or experimental activities of various institutions regarding educational matters and advises on or suggests methods of avoiding such overlapping and optimal utilization of funds concerning the responsibilities of I.E.P.

c) Systematically studies:

- matters linked to school life and advises on or suggests methods of improvement,
- matters of special education, as well as educational goals and needs of certain groups of the student body, and advises on or suggests methods to address and satisfy them, and
- the factors which, directly or indirectly, affect the character, the function and the effectiveness of school units, such as the educational structure, the organizational-administrative system and the material and technical

infrastructure, and advises on or suggests methods of optimal necessary interventions.

d) Implements supporting actions on matters regarding its above-mentioned responsibilities, in terms of applying new educational policies. With a ministerial order of the Minister of Education, that is published in the Official Government Gazette, the implementation of these actions is assigned to the I.E.P. and thus every relative matter is regulated.

4. For the fulfillment of its purpose, the I.E.P. cooperates with the services of the Ministry of Education and Religious Affairs, the National Education Council (E.SY.P.) the Universities (A.E.I.) and particularly their Schools of Education, the advisory education councils, research institutions and organizations in Greece and abroad and other institutions with relative mission..

Teachers Training Organization (O.EP.EK)

The Teachers' Training Organization (O.EP.EK) is a legal person governed by Private Law, under the supervision of the Minister of Education and Religious Affairs.

It is run by a nine-member Administrative Council with a three-year term of service, and its composition is decided by order of the Minister of Education. It was founded with the Act 2986/2002. Its duties are:

- The planning of the training policy for Primary and Secondary Education teachers and the submission of such proposals to the Minister of Education.
- The coordination of all forms and types of teacher training, as well as the application of training actions.
- The setting up of training programs, which following approval by the Minister of Education, are implemented by the training institutions.
- The assignment of training duty to responsible bodies and the suggestion towards the Minister of Education to establish independent training centers and units.
- The distribution and management of funds allocated for the training of teachers.
- The certification of institutions and titles in the teachers' training sector.

In terms of the above responsibilities, O.EP.EK:

- Directly plans training actions of a particular interest for Primary and Secondary Education teachers.

- Programs studies, the results of which are useful for the planning of teachers' training.
- Organizes conferences and seminars with training content

THE PROBLEM OF EARLY SCHOOL LEAVING IN GREECE

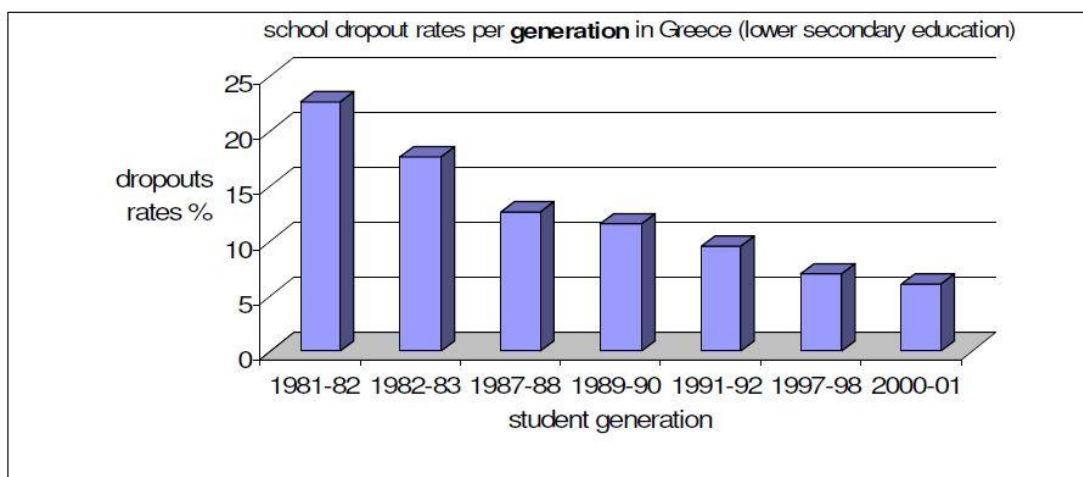


Figure 1.: School Leaving per student Generation in Lower Secondary Education (data from Pedagogical Institute of Greece, 2006)

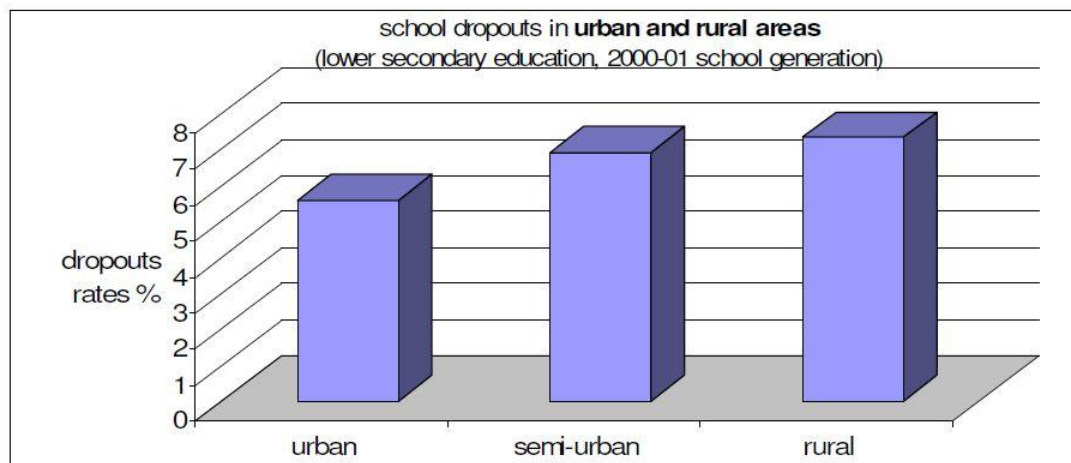


Figure 2: School dropout in urban and rural areas in Lower Secondary Education (data from Pedagogical Institute of Greece, 2006)

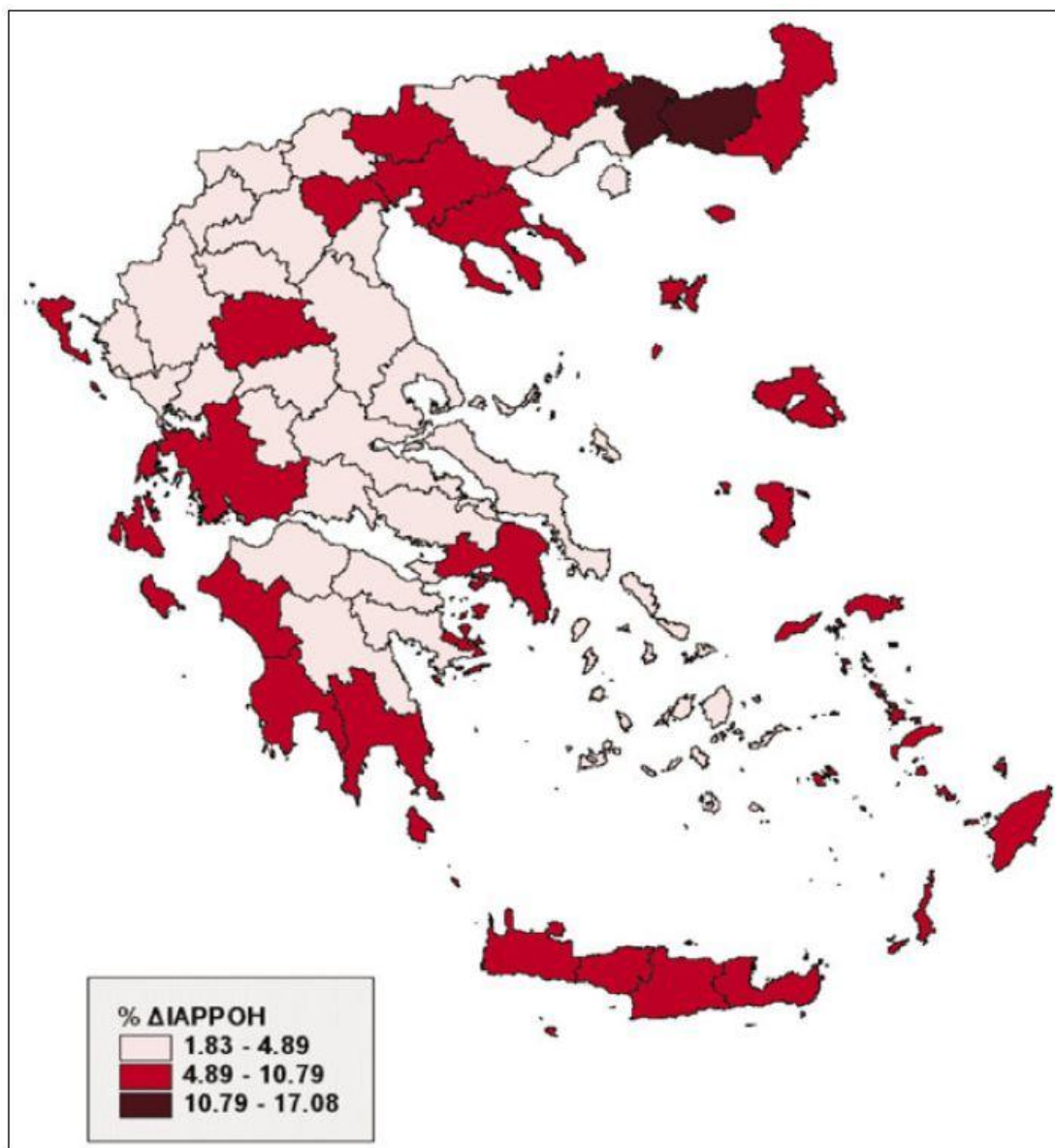


Figure 3: Percentage of School dropout per geographical area (data from Pedagogical Institute of Greece, 2006)

UNIVERSITY INTERVENTION REGARDING THE PROBLEM OF EARLY SCHOOL LEAVING

The Greek educational system, since its establishment and for a very long time afterwards, served the national needs of the newly-founded state and with that perspective moved along the basis of Herbartian pedagogics principles and the homogenizational national policy, leading to negative consequences for the social groups unaffiliated with the dominant culture. This situation was not in favor of their normal integration into the Greek school environment, leading to high rates of early school leaving.

In the last two decades, the turn towards cultural studies appearing worldwide, theories on interculturalism and acceptance of otherness in combination with the new educational principles focusing on recognition and exploitation of sociocultural experiences of all children, have influenced the educational policy of the Greek state. This resulted in the changing of school practices and the creation of an educational framework which is beneficial for the smooth integration in the school environment and progression of students originating from weaker and vulnerable social groups towards higher stages.

In this direction, what's truly remarkable is the contribution of Greek universities, which serving as a welcoming place for new ideas and production of new knowledge, and utilizing funding from the European Social Fund, designed and applied, in cooperation with the Ministry of Education, educational countervailing programs to support the students of the above social groups.

These programs are the following:

1. The program, by the Universities of Athens and Thessaloniki, to educate children of the Muslim minority in Thrace.

This program is a years-long attempt to improve the educational level of children of the Muslim minority in Thrace. It began in 1996 and is in effect to this day. It's a product of the Greek state's new policy, which was formed in the 1990s and concerns the transition from a policy of discrimination and exclusion to a new state of equality and acceptance of cultural and social otherness. The multisided action of this program was twofold: a) Intervention in school with παιδαγωγικές and educational procedures, which were based on the principles of teaching Greek as a second language, of pedagogics of integration and of intercultural education. The textbooks and the curriculum created by the factors of this program were based on the same principles. The use of new textbooks, which today constitute the official textbooks for students of the Muslim minority, was supported by the training of teachers regarding new educational methods and the concept of the new educational policy. b) Intervention outside of school with the creation of ten cultural centers equipped with electronic computer laboratories and lending libraries. These centers also house Constructive Laboratories for Youths, which utilize the most important aspect in the Thrace society, the blending, coexistence, and cooperation of children of the minority and the majority.

This program has contributed decisively to the altering of the educational climate in the Muslim minority, has greatly reduced school διαπορή and has critically influenced the admittance of students in tertiary-level education.

2. In the direction of integrating repatriates and foreign students in the Greek schools, two programs have been developed which follow the same concept and same educational interventions. The educational program for foreign and repatriate students, by the University of Thessaloniki, and the program for integration of repatriate and foreign students in Primary Education schools, by the Intercultural Education Center of the University of Athens.

Within the same framework as the previous two programs, various courses of action have been developed in schools, which aim towards: a) smooth integration of

repatriate and foreign students through intervention to aid learning of the Greek language and counter school διαποή b) intercultural education as well as familiarizing with and training teachers about the new principles of intercultural education c) strengthening cooperation of parents with schools d) psychological support of students and parent counseling, and e) production of teaching material suitable for the smooth integration and further progress of students.

3. Educational programs for Roma children.

In the last decade there has arisen a particular interest regarding the education of Roma children, resulting in the development of several programs by the universities of Ioannina, Athens, and Thessaloniki, in cooperation with the Ministry of Education and support from European funding. The goal of said programs is to facilitate the integration of Romani children in schools and to further support them in order to achieve regular attendance and academic progress in those schools. In this direction, courses of action were followed, such as collateral support for children of pre-school and early school age, supportive classes, transitional support from Elementary to Middle school, linkage of the school with the Roma settlements to aid student access to school, intercultural education and acceptance of Romani culture by Greek society, cultivation of interest for school through appropriate educational material and activities.

PARENTS SCHOOL

In order for parents to better respond to their role, a series of educational programs was created which are provided through "Schools for Parents". They appeal to all parents with no exceptions, aiming to educate them on interpersonal domestic relationships, upbringing and education of their children, relations of children-students and themselves with the school. Parent education contributes to the creation of a positive attitude on their side towards the school, which indirectly leads to children showing a positive attitude, with a secondary result being the reduction of early school leaving.

The term "Parent Schools" made its first appearance in Greece in 1962. In 1964, by private initiative, the "Panhellenic Association of Parents School" was founded, which is a branch of International Federation for the Education of Parents (Federation Internationale pour Education des Parents), which in turn has branches throughout the world. This association undertook the organization and operation of Schools for Parents all over Greece.

In a State level, the establishment of Parents School was provided by article 2 sec. 1, of Act 2621/1998, which links the Parents School with the Local Government authorities. The first parent schools were founded in 14 prefectures and pursuant the ministerial order 3499/9-9-2004, parent school all over Greece were established.

The ministerial acts established the parent Schools within the framework of materialization necessity of learning departments of EPEAEK work (Operational Program for Education and Initial Vocational Training).

Parent Schools are operating under the support of Institute of Lifelong Adult Education (IDEKE) which is supervised by the General Lifelong Education Secretariat of the Ministry of Education and Religious Affairs.