



## Study visit group report



<b>Group No</b>	131
<b>Title of the visit</b>	Reforming the Greek educational system
<b>Topic</b>	30 Reforms in national education and training system
<b>City, country</b>	Athens, Greece
<b>Type of visit</b>	Study visit
<b>Dates of visit</b>	5. 12. 2011 – 9. 12. 2011
<b>Group reporter</b>	WARSITZ-MÜLLER Maria PROSCHKOVA Lenka

### I FINDINGS

This section summarises the findings of the group while visiting host institutions, discussing issues with the hosts and within the group. You will be reflecting on what you learnt every day. But to put them together and give an overall picture, you need to devote a special session to prepare the final report on the last day of the visit.

**In this section, it is important that you describe not only things you learnt about the host country but also what you learnt about the countries represented by group members.**

1. One of the objectives of the study visits programme is to exchange examples of good practice among hosts and participants. Cedefop will select well-described projects/programmes/initiatives and disseminate them to former participants and a wider public, including potential partners for future projects. Therefore it is important that you identify and describe all aspects that, in your view, make these projects/programmes/initiatives successful and worth exploring.

Describe each of the good practices you learnt about during the visit (both from the hosts and from one another) indicating the following:

TITLE OF THE PROJECT/PROGRAMME/INITIATIVE	COUNTRY	NAME OF THE INSTITUTION THAT IMPLEMENTS IT (IF POSSIBLE, PROVIDE A WEBSITE)	CONTACT PERSON (IF POSSIBLE) WHO PRESENTED THE PROGRAMME TO THE GROUP	WHOM THE PROJECT/PROGRAMME/INITIATIVE ADDRESSES	WHAT FEATURES OF THE PROJECT/PROGRAMME/INITIATIVE MAKE IT AN EXAMPLE OF GOOD PRACTICE
<b>Comenius Multilateral Project in Kindergarten</b>	Romania	Kindergarten with Normal Programme Patrauti/School with classes I=VIII	<b>MESTERIUC Gratiela</b>	GRADINITA CU PROGRAM NORMAL din cadrul SCOLII CU CL.I-VIII PATRAUTI	<ul style="list-style-type: none"> <li>• Collaboration pre-school teachers, children and parents, local community</li> <li>• Project dynamic and innovative</li> <li>• New didactic strategies and new methods</li> <li>• Activity involved parents</li> <li>• Training and mobility for teachers</li> <li>• Team meetings and preparatory meetings</li> <li>• Innovation</li> <li>• Dissemination</li> </ul>
<b>π Number Day</b>	Poland	I. LICEUM OGOLNOKSZTTALCACE IM. MIKOŁAJA KOPERNIKA W ŻYWCU <a href="http://www.lo-zywiec.pl">www.lo-zywiec.pl</a>	<b>BURA Aleksandra</b>	Students aged from 12 to 19	<ul style="list-style-type: none"> <li>• Example of students' extra activity using project methods</li> </ul>
<b>The Framework Education Programme of education of the Czech Republic</b>	Czech Republic	Primary School in Čechtice <a href="http://www.zscehtice.cz">www.zscehtice.cz</a> <a href="http://www.rvp.cz">www.rvp.cz</a> ,	<b>PROSCHKOVÁ Lenka</b>	Students from 3 to 19	<ul style="list-style-type: none"> <li>• Individual access to learning</li> <li>• Collaboration between teachers, pupils and families</li> <li>• Pilot project for training teachers</li> <li>• Training of teachers</li> <li>• Attention is paid to those learning with special needs</li> <li>• School advisor gives support for teachers</li> </ul>
<b>Implementing a „Middle Management“ at schools</b>	Germany	Johann-Turmair-Realschule Abensberg <a href="mailto:schulleitung@rs-abensberg.de">schulleitung@rs-abensberg.de</a>	<b>WARSITZ-MÜLLER Maria</b>	All the teachers of a school including headmasters	<p>According to the number of teachers a “middle management” is being implemented.</p> <p>Areas of Responsibility: concerning staff:</p> <ul style="list-style-type: none"> <li>• scheduling and co-ordination,</li> <li>• exemptions from school,</li> <li>• in-service training,</li> <li>• team-meetings,</li> </ul>

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					<ul style="list-style-type: none"> <li>• temporary teams,</li> <li>• quality management,</li> <li>• appraisal interviews incl. agreement on objectives,</li> <li>• concerning school subjects,</li> <li>• supervising test results,</li> <li>• approval of school trips, projects etc.,</li> <li>• concerning organization,</li> <li>• timetables,</li> <li>• financial issues,</li> <li>• innovations,</li> <li>• school reports.</li> </ul>
<b>Personalized accompaniment</b>	France	Ministère de l'Éducation Nationale	<b>JAVELAS Olivier</b>	Lycée general et technologique les Trois Sources	<ul style="list-style-type: none"> <li>• A time of teaching in the timetable which meets the needs of pupils, defined by the teaching staff.</li> <li>• Individualized help or improvement and learning of methods</li> <li>• Time dedicated to the follow-up of the pupil and the elaboration of an orientation project.</li> </ul>
<b>Education reforms in Flanders</b>	Belgium	Onderwijsinspectie vqa de Vlaamse Gemeenschap Onderwijsinspectie.be	<b>VANHAUTE Paul</b>	VLAAMSE OVERHEID ONDERWIJSINSPECTIE	<ul style="list-style-type: none"> <li>• Decree of quality: In this decree, the tasks are clear for the inspection (control), the pedagogical services (support) and the schools (autonomy). There is no full inspection anymore; we focus in a school on certain aspects of Output and Process. Our framework (CIPO) is fixed in this decree.</li> <li>• Focus on talent: Our minister of Education wants that the teachers discover talents in our children. Teachers must evaluate the product, but also the processes, attitudes and skills. He wants also a very strong</li> </ul>

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					collaboration between schools and art schools(academies). We are trying to give signals to the schools to discover the talents of the children
<b>Social Solidarity Program(Social Renewal Operational Program)</b>	Hungary	Secondary schools	<b>KUN Diána</b>	Ministry of National Resources, State Secretariat for Education	The programme is implemented in the secondary schools, every student has to fulfil 50 hours voluntary work before the school leaving exam in social, educational, health or environmental institutions (helping elderly people to do their everyday shopping, clean their rooms, organize social activities, programmes) This programme develops active citizenship, social responsibility and co-operating skills of the children.
<b>National schools self-evaluation system</b>	Estonia	In all Estonian schools and kindergartens	<b>KUKEMELK Hasso</b>	University of Tartu	<ul style="list-style-type: none"> <li>Schools analyse themselves and their problems and develop improvement plans in all important school management areas</li> </ul>
<b>Adult training</b>	Lithuania	Klaipeda ship building and repairing school www.klsrm.lt	<b>Violeta Petrusiene</b> violeta.petrusiene@micro.lt	Vocational schools or adults training institutions	<ul style="list-style-type: none"> <li>Possibility to get second (other) specialization</li> <li>To improve competitions</li> <li>The very newest technologies are used during all studies</li> </ul>
<b>Education reform in Poland</b>	Poland	Kuratorium Oświaty w Katowicach Delegatura w Częstochowie	<b>GŁOWIŃSKA Urszula</b> urszula.glowinska@gmail.com	Teachers of primary and secondary school	<ul style="list-style-type: none"> <li>Practical help from school advisors to teachers and headmasters</li> </ul>
<ul style="list-style-type: none"> <li><b>Best-practice examples from Greece are being referred to in 2.1</b></li> </ul>					

- You can describe as many good practices as you find necessary. You can add rows to the table.

2. The study visits programme aims to promote and support policy development and cooperation in lifelong learning. That is why it is important to know what you learnt about such policies and their implementation during your visit. You are invited to describe your findings concerning the following:

**2 APPROACHES TAKEN BY PARTICIPATING COUNTRIES (BOTH HOST AND PARTICIPANTS') REGARDING THE THEME OF THE VISIT. ARE THERE ANY SIMILAR APPROACHES/MEASURES IN PARTICIPATING COUNTRIES? WHAT ASPECTS ARE SIMILAR AND WHY? WHAT ASPECTS ARE DIFFERENT AND WHY?**

The group decided that it would be a useful strategy to identify areas related to the theme of the visit in which to identify similarities and differences in approaches in participating countries. The areas identified for discussion are:

1. [Pre-school education](#)
2. [English in the public primary school](#)
3. [Participation of parents](#)
4. [Co-operative learning](#)
5. [Co-teaching](#)
6. [Monitoring teachers](#)
7. [New teaching methods in High School and Lyceum](#)

## Ad1

In Greece, pre-school education is compulsory from the age of five. The children attend either morning groups or full-day groups. There is no flexibility concerning time-tabling. The educators stick to a curriculum given by the Ministry of Education. Frames are obligatory, but daily activities are the responsibility of the school and the teachers. Pre-school education is free of charge, including education materials and transport if the child lives in a remote area.

In the following countries pre-school is also free: Belgium (Flanders), Poland (5 hours), France, Hungary, Czech Republic and Lithuania. Estonia and Germany charge fees. In all countries parents pay for meals.

Romania: Parents pay for a lunch in a full-day kindergarten. Children who attend kindergarten only in the morning benefit from a governmental programme called “CORNUL SI LAPTELE”, which means milk and bread are free.

Learning with all senses: example some flowers by van Gogh. Children approach the topic with music, dance, paint, maths, language, foreign language, art, botanic, ICT...

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## Ad2

In the pilot project which we saw at Glyfada English is being taught from the first school year (age 6) for two hours a week, in grade three to six even four hours a week. The results are impressive as the children have completed an A2+ level when finishing primary education at the age of 12. None of the participants' countries can offer anything similar.

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## Ad3

As primary schools are not entitled to employ a secretary, which was unbelievable for all participants, the headmaster, older teachers and parents take care of the organization of the school. In addition parents hire professionals who offer clubs or extra courses (music, sports, chess, dance...) for free or only at a small cost (about 10€ per month). Furthermore one teacher-parent meeting per month is compulsory. When the children get their reports (three times per year) parents get extra hours off from work to have the opportunity to get first-hand information about the child and his or her achievements. On the whole every parent has up to 7 days available for school visits. Parents are very concerned about their children and proud of taking responsibility. Co-operation between parents and staff is very strong and effective. Most of the participants would appreciate if it was the same in their schools.

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#### **Ad 4**

In all the participants' countries co-operative learning has been implemented for years and the participants were pleased to see that Greece also goes that way. Pupils were working in groups of four or five and got support by the teacher, whose function was to advise and encourage them. In addition a special school advisor can be asked for help by the class teacher and even teaches the class himself while the regular class teacher watches him and can learn and improve his skills.

One really good aspect is that pupils get all textbook and workbooks for free so that they can make individual notes. They are allowed to keep all the books at the end of the school year. The Ministry of Education provides a new set of books for all students every year. That wouldn't be possible in any of the participants' countries. The question is if this procedure will be affordable in the future considering the momentary financial situation of the country.

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#### **Ad 5**

The pilot project enables co-teaching for five hours per week (three lessons Greek language, two lessons math) according to different models (one teach, one drift; team teaching; parallel teaching; alternative teaching; station teaching; one teach, one observe)

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#### **Ad6**

A special needs expert (Ph.D) employed by the Ministry of Education works together with ZEP-schools (education priority zone of Patisia) monitoring teachers in order to fight school failure, to enhance academic skills and to integrate all students. One of the targets is to supervise and coach the teachers and to provide a portfolio of good-practice that can be used by all teachers. It is important that teachers create their own individual educational programme. Standardised tests (spelling, reading, comprehension, vocabulary, math, learning disabilities) are also used regularly.

The ZEP programme was implemented in France many years ago, but disadvantages turned out to be too many: It was difficult to find motivated teachers who were willing to fulfil this difficult task. Furthermore, because of the difficult social background of the pupils quite a lot of parents sent their children to private schools. Greece must be very careful to avoid social and/or ethnic exclusion. In the Czech Republic a pilot programme "comparative tests for 5<sup>th</sup> and 9<sup>th</sup> class" is running this year (2011). These

are tests to check the correct use of the mother tongue, English knowledge and Mathematics. Results have not been published so far.

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### Ad 7

Surprisingly for us almost every classroom we saw has got either an interactive board or multimedia equipment including internet access and printers. A lot of teachers therefore changed their teaching methods. Pupils not only work with the new media but also practise teamwork e.g. in Laboratory Science. Learning by doing is much more effective and attractive than frontal teaching. Similar developments have been going on for years in the participants' countries.

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### **3 CHALLENGES FACED BY PARTICIPATING COUNTRIES (INCLUDING HOST) IN THEIR EFFORTS TO IMPLEMENT POLICIES RELATED TO THE THEME OF THE VISIT. WHAT ARE THE CHALLENGES? ARE THEY COMMON CHALLENGES? IF SO, WHY? IF NOT, WHY NOT?**

Education in Greece is historically very traditional. Curricula and methods are developed by the central government and are used in all schools. The pedagogical approach is (was) mostly very traditional: the teacher in the centre, the students listen. Greece also ranks low in international studies.

In order to cope with this problem, the government, universities but also the educational counselling have designed pilot programmes to reform their education system. Objective in Greece is "The New Schools": dynamism and innovation, new curricula and methodologies focussing on ICT.

They expect initiative from everyone, a larger field of knowledge and an eye for inclusion. They want schools to evaluate themselves and will help them by giving opportunities and providing instruments and the infrastructure.

For a number of innovations there is a certain resistance. The limited financial resources and the degree of voluntariness cross a number of goals. Politicians will need to be creative and invest in human resources. Teacher education should be reformed (life long learning), it will be necessary to coach teachers in their new role and also provide vertical lines through the further development of national curricula.

### **4 NAME AND DESCRIBE EFFECTIVE AND INNOVATIVE SOLUTIONS YOU HAVE IDENTIFIED THAT PARTICIPATING COUNTRIES (BOTH HOST AND PARTICIPANTS) APPLY TO ADDRESS THE CHALLENGES MENTIONED IN QUESTION 2.2. PLEASE MENTION SPECIFIC COUNTRY EXAMPLES.**

During our study visit we learned that high school is compulsory for all pupils and that – apart from languages – no different levels exist. All pupils should have the same opportunities to avoid social discrimination. For us it seemed very difficult to teach all students at the same level without differentiating according to their intellectual status. (In the PISA study Greece ranked in the last quarter, as far as teachers told us. Nevertheless Greece believes in the system of equal chances.) The



participants all come from countries where it has turned out long ago that differentiation is a must and enables pupils to learn more when the learning group has more or less the same intellectual standard.

School self-evaluation system has been developed to motivate teachers to use modern active learning methods and change any school to a real learning organization. School heads need personal support to concentrate more on coaching and evaluating the didactical process. That should be carried out as a bottom-up process, but supported by the authorities. That is how the different participating countries of the study visit handle it.

Active methods of teaching including project work, using ICT (interactive board for instance) have been used in other countries for a very long time. Providing teachers with the required knowledge and competences by in-service training and advising them how to use the methods and tools to meet the challenges of teaching is of major importance. The Greek example of supporting the teachers working with students with disabilities, giving them advice and helping them find solutions and improving methods was very convincing. Finally collecting all good practice examples of one school in a portfolio was found very useful as all teachers can learn and profit from one another.

Within the following years, Greece will still be facing major challenges, but the enthusiasm of some people we have met is encouraging and helps this process succeed. All the participating countries of the Study Visit wish everyone success who fights for changes. They can be compared to the buildings on the Acropolis, which have endured many wars and storms, but are still one of the most beautiful monuments in the world.

Dr. Sofia Kouvava, educational psychologist:

“Individually each of us is a drop of water, but together we form an ocean.”

## 5 ASSESSMENT OF THE TRANSFERABILITY OF POLICIES AND PRACTICES. COULD ANY EXAMPLES OF GOOD PRACTICE PRESENTED IN THIS REPORT BE APPLIED AND TRANSFERRED TO OTHER COUNTRIES? IF SO, WHY? IF NOT, WHY NOT?

Transfer to our countries:

- Parents are involved in school development. That is a challenge for every country.
- All reforms in every country are different but talking and communicating with other countries will open our eyes and provide better solutions to the problems every country has to face.
- The way of teaching (thematic approach) in pre-primary schools is an example for every country.
- The systematic approach to introduce new methodology (co-operative learning, co-teaching, language teaching...).

## 3. Creating networks of experts, building partnerships for future projects is another important objective of the study visit programme.

Please state whether and which ideas for future cooperation have evolved during meetings and discussions.

Future cooperation between the schools or institutions of the various participants has proved to be rather difficult as we all work in different kinds of jobs (kindergarten, primary school, secondary school, gymnasium, school inspection, vocational school, university) which also means students from different ages. We decided to stay in contact exchanging our ideas and experiences and – if possible – encourage e-mail contact between pupils of our schools in order to open their minds towards the European common landscape. Even the other teachers or colleagues from university might profit from our experiences achieved during the study visit.

## TO SUM UP

4. What is the most interesting/useful information that the group believes should be communicated to others? To whom, do you think, this information will be of most interest?

Each country has its own cultural, historical and economical background. Therefore reforms in educational systems cannot be identical. Seeing and learning about the other systems gives us many ideas to run our own changes better and more effectively.

# THANK YOU!