



Project Based SCHOOL Management
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**NATIONAL RESEARCH REPORT
(GREECE)**

**GREEK EDUCATION SYSTEM AND EFFECTIVE SCHOOL
INDICATORS**

Authors: **Anthi Provata** Research Supervisor
Rapsomaniki Marianna and
Touryeli-Provata Myrto



Developed by Peloponnesus University Greece

Aim:

The aim of this study is to determine the effective school criteria in Greece. This study consists of two main parts. The first part contains:

1. The structure of the educational system in Greece
2. The administrative organization of primary and secondary education
3. The bibliographical survey of the effectiveness of the School.

The second part contains the research.

PART I

1. The structure of the educational system in Greece

The Greek educational system is arranged into three categories that correspond to grades: The Primary education, which comprises the Nursery and the Primary School, the Secondary education, which comprises the Gymnasium (Lower Secondary) and the Lyceum (Unified and Technical-Vocational Upper Secondary) schools and the Tertiary or Higher education, which consists of Higher Educational Institutions (AEI) and Technical Educational Institutions (TEI).

Primary and Secondary Education is conditioned by Law 1566/85 and in Higher Education, AEI is conditioned by Law 1268/82 and TEI by Law 1404/83. Today's version of the educational system owes its layout to reforms effected during the period of issue of these laws, between 1982 and 1985.

The Structure of the Educational System, in terms of the European Union classification into Compulsory and Post-compulsory, is laid out thus:

Compulsory

Education in Greece is compulsory for all children between 6 and 15 years of age and it comprises Nursery, Primary and Lower Secondary (Gymnasium) schools.

School life, however, may begin for the students at their 2.5 years of age (preschool education) in institutions (private and public) known as Baby Nursery Centers. Some Baby Nursery Centers provide Nursery Sections that operate in conjunction with Nursery schools.

The term of attendance in Primary Education (Primary School) lasts six years, beginning on the sixth year of age. Next to the Nursery and Primary schools operate the Day-long schools, which have an extensive day schedule and enhanced curriculum.

Post - Compulsory

Graded

Post-compulsory Secondary Education, according to the reform of 1997, consists of two types of school: Unified Lyceums and Technical Vocational Training Schools (TEE). The three-year term of attendance in Unified Lyceums and the two-year (cycle of studies A) or three year (cycle of studies B) in Technical Vocational Training Schools (TEE) does not preclude the transferring from one type of school to the other. Along with ordinary Primary and Secondary schools operate Special Nursery schools, Primary schools, Gymnasiums, Lyceums and Lyceum classes, all of which are addressed to students with learning difficulties. Furthermore, there are the Musical, Ecclesiastical and Athletic Gymnasiums and Lyceums.

Ungraded

Post-compulsory Secondary Education includes the Institutions of Vocational Training (IEK), which offer formal but ungraded education. These Institutions are described as ungraded because they admit as many Gymnasium graduates as Lyceum graduates, according to the area of expertise that they are set out to offer.

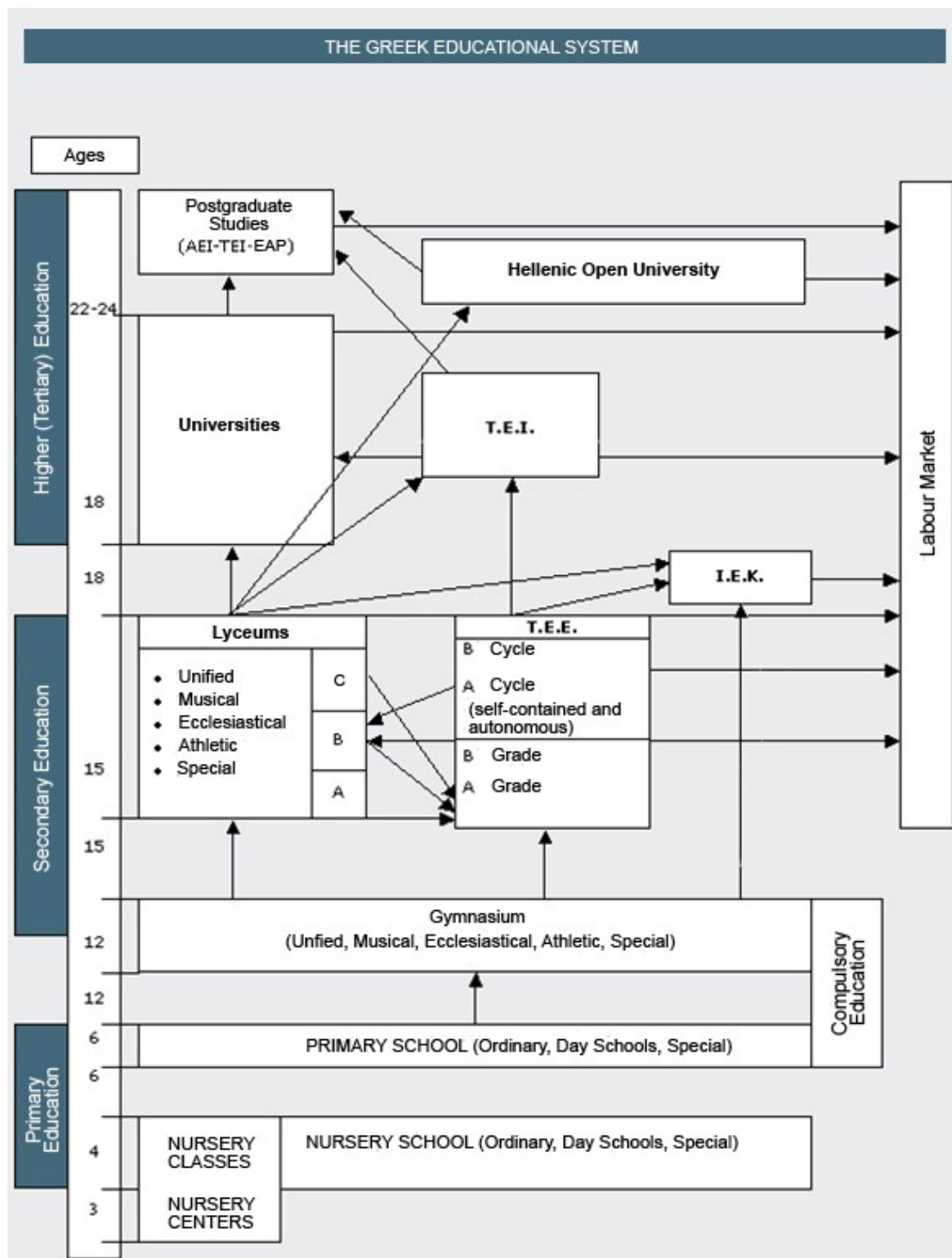
Higher

Public Higher education is divided into Higher Educational Institutions (AEI) and Technical Educational Institutions (TEI). Admission into these institutions depends on the results of exams that are effected on a national scale in the 2nd and 3rd grade of Lyceum. In addition, the Hellenic Open University (EAP) admits students from their 22 years of age by way of the draw.

The diagram below briefly illustrates the layout of the Greek educational system, as this is made up of ungraded education. The official formal education is characterized

by a fixed duration of studies and the award of an official title at the end of term, which legitimates the achievement of study. The grades of the educational institutions imply that the obtainment of a title of achievement (certificate, diploma etc.) in the previous level of studies is necessary in order to proceed to the next.

The diagram is a general outline of the form of the educational system that is monitored by the Ministry of Education and Religious Affairs, and as such it only shows the institutions that are largest in size. However, a closer look reveals that the entire educational service in Greece corresponds to a network that is much more complex, multifaceted and differentiated. Education is distributed in many other forms, graded or ungraded, that operate through and in cooperation with the official educational system.



The Greek Educational System

2. Administrative organization of Primary and Secondary education

- On a national level: Ministry of National Education and Religious Affairs
- On a prefectural level: Direction Management and Offices of Education
- On a local / school unit level: Director/Head of the School Unit and Teachers' Association

Educational Monitoring

- On a national level: Educational Institute
- On a prefectural level: School Advisors

Official Conferences

The central Office of the Ministry of Education comprises the Central Official and Disciplinary Councils for matters concerning the official situation of the Primary and Secondary education personnel. These Councils are:

- The Central Official Council of Primary Education (KYSPE)
- The Central Official Council of Secondary Education (KYSDE)

On a prefectural level:

- The District Official Council of Primary Education (PYSPE)

Classification of High Schools

We have three type of Lyceums / high school (Unified, Special and Technical) organized by branches of study. Technical Lyceums have two cycles (lower Cycle 2 years and upper cycle 1 year). We have also night Schools (Unified and Technical Lyceums).

Classification	Type (Branch)	Profile
High Schools	General	Unified Lyceums (3 years)
	Special	Classical (3 years)
	Technological	Technical: A Cycle (first grade 2 years) B cycle (second grade 1 year)
	Night Schools	Unified and technological (4 years)

Total of General Unified Lyceums

	Sections	Students	Teachers
Day Schools (1220)	10210	216910	24692
Night Schools (73)	430	7090	700

The District Official Council of Secondary Education (PYSDE)

3. School Effectiveness Studies in Greece

A school's effectiveness is judged by its position to show that it provides both qualitative education and equal opportunity to all [1]. According to Pasiardis, basic factors that lead to the effectiveness of a school are: educational leadership, good interpersonal relations, setting high standards for students, the assessment of student performance, the appraisal of curriculum, a positive school climate, the participation of parents in the functioning of the school etc. A survey on the effectiveness of the school yielded information fundamental for setting the scene for the successful performance of every school [2].

An efficient school director entertains a vision of his own with respect to the school that he leads. Through his attitude and action, he conveys his vision with enthusiasm to the educators and students of the school as well as to the rest of the members of the educational community, such as parents and local society [3].

An equally important trait of a school director is the ability to create a positive climate, which promotes the effectiveness of the school. Providing an inviting and promising atmosphere, the school director gives the school positive social status [4].

A positive climate is also prompted by the decision-making procedures that the school director advocates. Effectual school directors place their confidence on educators within the school and in a democratic manner gives them the opportunity to participate in the decision-making that involves the educative work of the school [5].

The competent school director is in a position to organize, coordinate and manage skilfully all state of affairs. He stresses the personal abilities of the educators,

considers the individual needs of the students and seeks to develop a spirit of cooperation within the school, by adopting a common system of values, beliefs, behaviour, ways of thinking and expressions, setting common targets and objectives [6].

In addition, an evaluation program was set to examine the quality of the educational system and the educational project within primary and secondary general and technical education.

The program consisted of these stages: primarily, the production of evaluation tools through elaborate studies and the preparation of a plan of action respective of fundamental procedures and evaluation measures took place and then followed the guided implementation of the proposed evaluation design. In the third stage, results were interpreted and the final step was a general interpretation of implementation outcome.

The Practice comprised the following categories of Acts:

- a) Development and standardization of indicators and criteria. The measures and criteria will be used for a dynamic rendering of the situation, as much in the school level as in the prefectural or the national level.
- b) Assessment of the functioning of the offices and the legislated instruments of education.
- c) Evaluation of the actions of the Community Support Framework that concern education.
- d) Evaluation of the relationship between the initial vocational education and acquisition of expertise and the continuing acquisition of expertise
- e) Development of a national system for evaluating and guaranteeing the quality of higher education.
- f) Strategic design and land-planning for higher education.
- g) Development of a system of validation for higher education.

The National School Evaluation Criteria In Terms Of Inspectors, Educational Authorities and Law

Listed indicators below are based on the indicators of Ministry of National Education.

Evaluation are made according to 100 point scale

0 to 59 points insufficient/Poor

60 to 75 points Fair

76 to 89 points Good

90 to 100 points Very Good

DIMENSION	INDICATORS
1. Physical conditions	<p>The school (classes, buildings, activity rooms, laboratories) is clean, the school has enough laboratories.</p> <p>There are enough books in the library.</p> <p>There is enough space and facilities for spare time of students</p>
2. Management and Planning	<p>There are teachers for each kind of lesson.</p> <p>Directors inform students about school rules, monitor students' developments and create positive climate within the school unit.</p> <p>Directors provide the Participation of Teacher Council, School Council and Students Community on decision making and Institutional attendance of the Parents' and Guardian' Association in the functioning of school.</p>
3. Education and Training	<p>Teachers are using necessary materials and tools in their lessons.</p> <p>Students are using laboratories sufficiently.</p> <p>Students follow 6 hours lessons in school and 6 hours lessons in para-system of tuition centers (<i>frontistiria</i>).</p> <p>Promotion of National Exams for the entry into Higher Education.</p>
4. Social Life	<p>Participation in educational and community activities.</p> <p>Participation in athletics activities.</p>
5. Financial Aspects	<p>Director with School Committee administer the Affairs of the school.</p>
6. Relations With Environment	<p>School has good relations with other institutions.</p> <p>There are cooperation between school director,</p>

	Teachers, parents' and guardian' association, Students societies. There are cooperation between school director and School Council for any kind of activities.
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In -Service Training Opportunities Provided For School Managers

Name of Course	Providing organization
Educational management Seminar	Higher School of Pedagogical and Technological Education (ASPAITE)
Public Administration and Educational Management Seminar	Pedagogical Institute
Master degree. Educational Management	Greek Open University

PART II THE RESEARCH

Abstract

The training of school directors, of vice school directors and of the educational staff at large should be a matter of national educational policy making. The present survey intends to contribute to an understanding of the training needs and the perceptivity of directors and vice directors on matters of administration. This survey represents our efforts to investigate the training needs and perceptivity of the directors and vice directors of the upper Secondary educational institutions, the Lyceums.

The investigation also observed the training process in which the directors and vice directors participate. Another point of this investigation is an aggregate of the views of the educators and the parents.

The Problem

1. What are the effective school indicators according to school managers, teachers and parents?
2. In which areas the managers need in-service training?

We focus on managers and their educational needs.

Research obstacles

The resolution Γ2/1140/13-386 of the Ministry of National Education and Religious Affairs prohibits the carrying out of research in educational institutions without its endorsement. In addition, in a recent circular, the number of protocol 12036/Γ2/1-2-2007 and its title “Research transaction in school units”, the Ministry of Education forbids the completion of questionnaires in schools which lacks its authorization.

These facts combined with the disinclination of certain directors and educators to cooperate have been the basic obstacles to the advance of the questionnaires.

General description and methodology

The survey took place in the school year 2008-09, during the period of national exams and for this reason it faced difficulties in collecting completed questionnaires, especially in the case of directors. The initial number of people which we were set to approach with questionnaires was small, therefore we were not selective but we approached the total targeted number of people.

The response to the questionnaires amounted to 80%. The questionnaires were forwarded via two ways:

- To the professors and parents in person.
- To the directors and vice directors by post and in person.

We concluded that the responsiveness to the questionnaires that were dispensed directly is higher than that observed in the distribution by post. The envelope posted to the directors included a letter which informed them of the research targets and of the confidentiality of the answers.

The analysis of data gathered through the questionnaires has a quantitative character. During elaboration, the thoroughness of the questionnaires was ascertained and their

number checked. There followed the codification of all the answers and their electronic elaboration. The statistical elaboration of data was carried out through the use of particular programs and the construction of special graphs.

Evaluation of results

The results were evaluated quantitatively. The figures produced by the questionnaires were statistically elaborated and the answers were codified. Finally, the data were analyzed through electronic programs.

The size of the sample and the population under research:

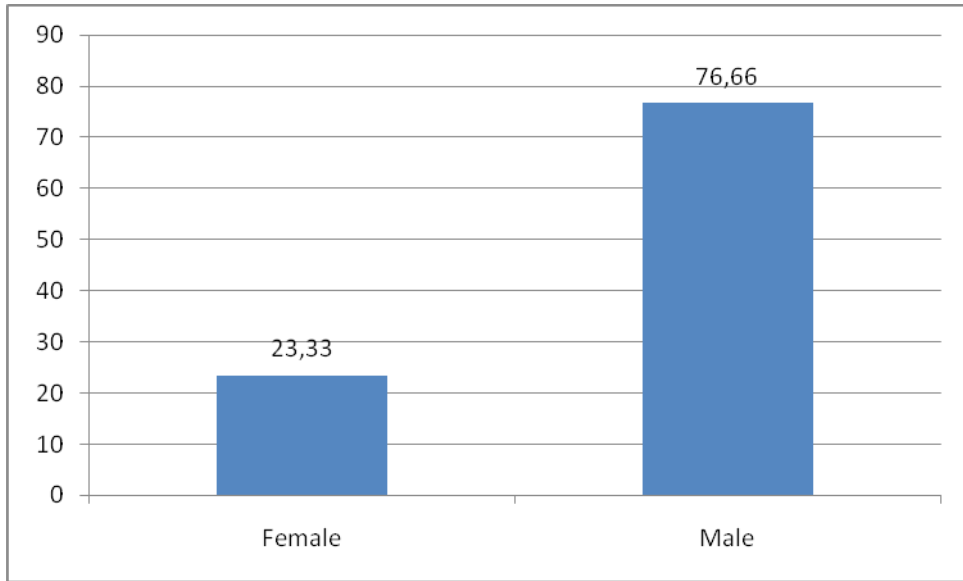
The number of schools that participated in the research is 27. The majority of the questionnaires were gathered using interviews, and some through e-mail communication.

The number of each category is as follows:

- Managers: 30
- Teachers: 50
- Parents: 50

Gender

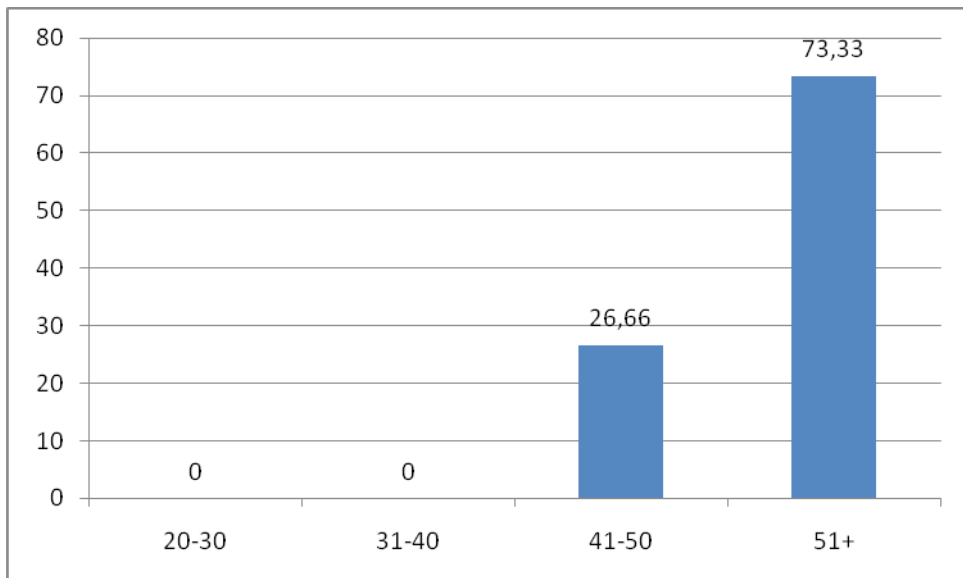
Table 1: Gender Distribution of Managers



The table shows that while 76,66 of managers is male 23,33 is female. This shows that most of the school managers are male in Greece.

Age

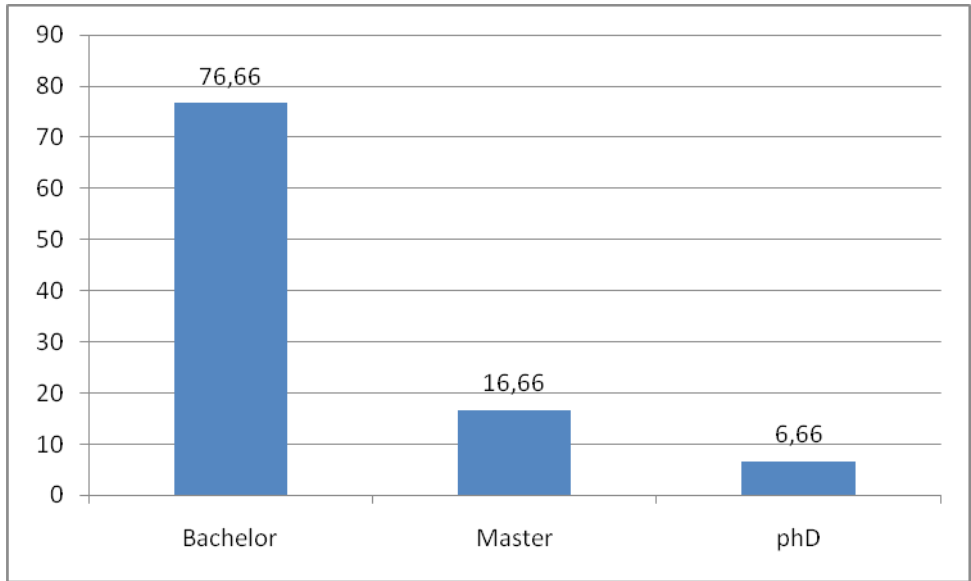
Table 2: Age Distribution for Managers



The table shows that while 26,66 of managers is 41-50 years old and 73,33 is 51-65 years old.

Education

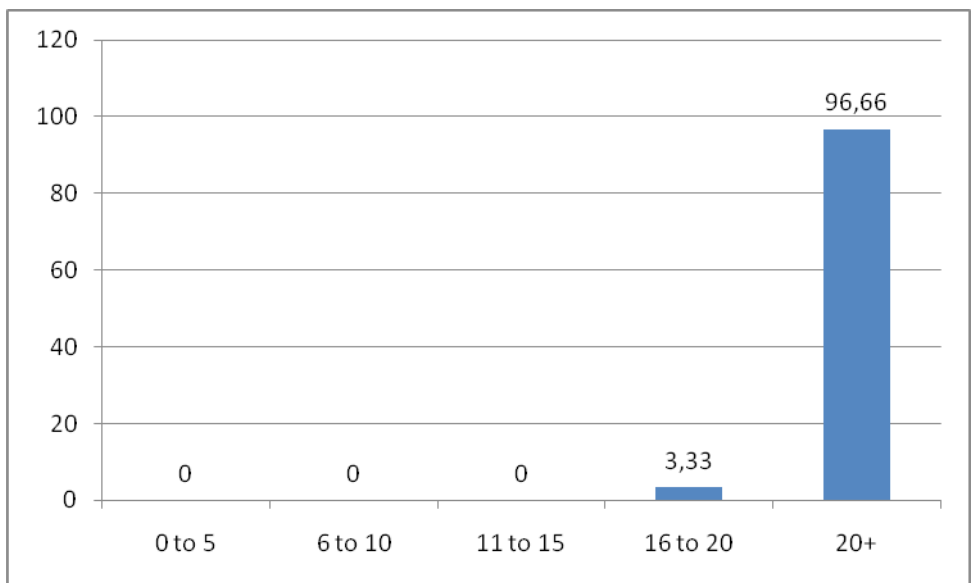
Table 3: Educational Level of Managers



The data shows that majority of school managers have bachelor’s degree, 16,66 have masters and 6,66 have doctoral degree.

Experience

Table 4: Professional Experience of Managers



The data shows that the 3,33% of school managers have 16-20 years experience and 96,66 have 20 or more years experience.

Table 5: Comparative Table of Highly Ranked Indicators for School Managers, Teachers and Parents

Managers	Mean	Teachers	Mean	Parents	Mean
School climate	4,47	Effectiveness of school operations	4,18	Hygiene, safety and security system	4,12
Effectiveness of school operations	4,4	School climate	4,12	Participation in social life	3,96
Infrastructure, classes and laboratories	4,4	ICT and the Internet	3,92	Curricular offer	3,92
Teaching activities	4,27	Infrastructure, classes and laboratories	3,9	School results in terms of outcome	3,82
School results in terms of outcome	4,21	Hygiene, safety and security system	3,9	School climate	3,72
ICT and the Internet	4,17	Staff and human resources management	3,85	Students' behaviour coherent with student's role	3,72
Hygiene, safety and security system	4,13	Guidance	3,78	ICT and the Internet	3,68
Guidance	4,1	Teaching activities	3,76	Guidance	3,66
Staff and human resources management	3,97	Curricular offer	3,71	Effectiveness of school operations	3,62
Quality system	3,93	School results in terms of outcome	3,7	Infrastructure, classes and laboratories	3,58
Effective use of budget	3,9	Participation in social life	3,62	Quality system	3,53
Parents involvement	3,86	Students' behaviour coherent with student's role	3,56	Staff and human resources management	3,52
Participation in social life	3,83	School results in terms of output	3,55	Documentation	3,51

Management style and participated decision making	3,77	Effective use of budget	3,53	Extra-curricular offer	3,51
Documentation	3,76	Management style and participated decision making	3,5	School results in terms of output	3,46
School results in terms of output	3,73	Quality system	3,46	Teaching activities	3,42
Curricular offer	3,73	Documentation	3,32	Management style and participated decision making	3,32
Students' behaviour coherent with student's role	3,7	Relations with community	3,34	Relations with community	3,24
Other services to community	3,47	Parents involvement	3,3	Absenteeism of teachers and staff	3,23
Relations with community	3,33	Absenteeism of teachers and staff	3,18	Effective use of budget	3,2
Absenteeism of teachers and staff	3,3	Extra-curricular offer	3,12	Parents involvement	3,18
Extra-curricular offer	3,17	Other services to community	2,94	Other services to community	3,18
Ability to attract financial resources	3,03	Ability to attract financial resources	2,83	Ability to attract financial resources	2,84

The table shows that all indicators listed in the questionnaire are considered important. Mean are changed between 2.83 and 4.4.

The answers show that the administrative issues that concern the management of human resources and the collective decision making are less important than the issue pertaining to the school atmosphere. A possible interpretation of this feature in connection to the specific example of Greece is that the lack of expertise of the Greek school directors on matters of administration obstructs their insight into the

significance of certain factors, such as the management of human resources in relation to the success of the school.

A similar case is discernible though their opinion on economic management. Question shows that they consider the management of economic resources and of the available budget important but certainly not a priority

We observe that in their majority the answers given by teachers are similar to those given by the directors and the vice directors and this is due the fact, as we mentioned above, that the school Directors and the administrative members of education in Greece at large are drawn from the body of teachers and are not required to be qualified and trained in matters of administration.

The parents' associations do not have a dominant presence and do not pursue special cooperation with the educational institutions. This does not occur in the Primary school and in the Gymnasium (Lower Secondary school), where the conduct of the younger children is of a more immediate concern and the Parents' Associations develop more effective strategies.

By contrast, the Lyceum is viewed as an institution which prepares students to enter University, leading up to the National Exams, and is far from being concerned with matters that foster good relations with the community. It is, as we have mentioned before, a "closed school".

Table 6: Most Important Indicators According to Managers, Teachers and Parents

	Indicators	Mean
1	School climate	4,05
2	Hygiene, safety and security system	4,04
3	Effectiveness of school operations	4,02
4	Infrastructure, classes and laboratories	3,89
5	ICT and the Internet	3,88
6	School results in terms of outcome	3,86
7	Curricular offer	3,8
8	Guidance	3,8
9	Participation in social life	3,8
10	Staff and human resources management	3,75
11	Teaching activities	3,75
12	Students' behaviour coherent with student's role	3,65
13	Quality system	3,59
14	School results in terms of output	3,56

15	Documentation	3,49
16	Management style and participated decision making	3,49
17	Effective use of budget	3,49
18	Relations with community	3,3
19	Extra-curricular offer	3,28
20	Absenteeism of teachers and staff	3,23
21	Parents involvement	3,18
22	Other services to community	3,15
23	Ability to attract financial resources	2,88

Table 7: In-service Training Needs of Managers

Areas	YES (%)	NO (%)
1. Physical conditions	82,14	17,86
2. Management and planning	78,57	21,43
3. Education and training	89,29	10,71
4. Social life	64,29	35,71
5. Financial aspects	46,43	53,57
6. Relations with environment	89,29	10,71
7. Other areas	<ul style="list-style-type: none"> • Need of evaluation • Enhancement of the teacher's role of social offer • Annual training of the managers • Update of the curriculum and the teaching material according to modern society needs 	

Conclusions

As we observe from the survey, the training needs of the school directors and vice directors of the Lyceums in Greece are numerous and they expand on all the areas which have demarcated.

Certain particularities of the Greek educational system, such as the heavy concentrative structure, do not allow the school directors the opportunity to assume initiative in important topics, such as the school curriculum, economic management etc. In several administrative affairs they resort to improvisation. The teachers also suffer the difficulties imposed by the concentrative structure, which hampers their initiative on matters of school curriculum, economic management etc.

The parents pay little attention to their relation with the Lyceum and even less to the role and the quality of the performance of the Lyceum within the wider community.

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