



**LEONARDO DA VINCI
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<http://www.gats-project.eu/>

Effective vocational Guidance for Gifted & Talented

National Report on Greek Situation

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Introduction

The present report reflects part of the objectives to be satisfied by the LdV Learning Partnership under the title “ **Effective Vocational Guidance for Gifted & Talented Students**’ which is being coordinated by a Turkish Organisation named ‘**KASTAMONU USTUN YETENEKLILERIN EGITIMINI DESTEKLEME DERNEGI**’. Cyclisis as the Greek partner is involved actively in order to detect and present among others, the available information which favors the task regarding the National Situation on the topic.

In general the Report is descriptive and consists a source with informative character more than an analytic and in depth tool of reference.

Greek Educational System in Reform : Challenges

Political, Social and Economic Background and Trend¹

The action plan on education in Greece includes the implementation of reforms in the three levels of the education system and lifelong learning². Contrary to the usual practice, the changes stemmed from the lowest level of the education system, in order to create the appropriate conditions leading up to the highest level. **The adopted policy, places students at the center of the initiatives**, with all the other parameters following. It is well known that education policy implementation requires, above all, time. There is no room for sudden reactions; it needs pilot applications; beyond the learners, education policy involves more than 1/3 of civil servants, requiring therefore stability in its tenets, collective support and great effort. This calls for long term planning and immediate measures. Such measures should not be fragmented but incorporated in an overall policy. In a nutshell, the education policy followed should include vision and breakthroughs, legislative provisions, immediate interventions, pilot applications and final measures.

Discussion so far has contributed to formulating a background on which change within an organizational system can be approached. It also put forward a certain set of principles on which the Special Needs Education (SNE) Management and Change should be considered.

In short, we argue that SNE is an integral system within the broader Educational System, interacting with it as well as with the prevailing social system. It affects both while, in turn, it is affected by them. Consequently, as (both) the prevailing social system and the broader educational system

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[https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php/Greece:Political, Social and Economic Background and Trends](https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php/Greece:Political,_Social_and_Economic_Background_and_Trends)

² THE STRUCTURE OF THE EDUCATION SYSTEM http://archive.minedu.gov.gr/en_ec_page1531.htm

change, SNE should also change, either by reforming, remodelling or improving existing structures or by introducing new ones.

Thus, change and its management in the case of SNE in Greece should be considered. According to Argyropoulou, [2006] especially in the strengthening of **Diagnostic and Assessment Centres** with regard to students' attainment and to invigilate children's progress³

Guidance and Counselling in Early Childhood and School Education⁴

★ Teachers undertake the educational guidance of pupils, under the responsibility of **school advisors**.

In detail, **school advisors** are :

- in charge of the scientific and educational guidance as well as the support of teachers in a region.
- They manage the educational policy and support the application of educational innovations.
- They participate in the teaching work plan in the schools under their responsibility,
- encourage and guide teachers in their daily teaching needs and cooperate with them in carrying out the teaching work.
- They participate in the evaluation of teachers' work and

³ **Diagnostic and Assessment Centres, as an institution**, still have a "very short life". They were firstly introduced in the beginning of the millennium. Their main responsibility is to issue a SNE statement – usually on an annual basis- identifying the child's special educational needs and outlining the provision to meet these needs either in a mainstream or a special school. There is a strong belief among – especially Secondary mainstream - teachers that SNE/DACs, since the SNE statement is issued, take no responsibility any longer. Teachers expect the DACs personnel to communicate with them with regard to students' attainment and to invigilate children's progress. Mainstream- school teachers often ask for specialized help, which DACs personnel can offer, but they are unsuccessful. Provided that there is an inherent lack of Special Training for Secondary Teachers, teachers are left alone to find ways to educate a special child in an ordinary class

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https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php/Greece:Guidance_and_Counselling_in_Early_Childhood_and_School_Education

- put in place teachers' training seminars to improve the teaching method of every course.

Career guidance

School Career Guidance is applied in lower secondary education schools based on the detailed curriculum, both at a theoretical and practical level with

- on site visits to work places,
- the implementation of career guidance programmes and
- by organizing career guidance days in the school units.

Enhancing Creativity and Innovation, Including Entrepreneurship, at all Levels of Education and Training

Note that every year, **in the context of School Activities circular**, five-month programmes are implemented in Environmental Education, Health Education and Culture.

- They have an innovative character,
- they promote pupils' creativity, due to the educational methods used (role plays, small researches, brainstorming, team cooperation methods etc)
- and the active participation of pupils

Such tasks last from two to five months in primary, lower and upper secondary schools.

As regards **innovation**, the Ministry of Education introduced in 2010 the action

'Excellence and Innovation in Education'.

The aim of the action is to

- make good use of the innovation and the creativity developed at schools, as a basis to enrich and
- empower the educational work through reward and public highlight of 'best practices' in the learning process (<http://excellence.sch.gr/>).

In all grades of education, actions are implemented and financed **by the National Strategic Reference Framework** regarding creativity, innovation and entrepreneurship and by the Special Service for the Application of Educational Actions of the Ministry of Education. These actions regard the school years up to 2015.

In Secondary Education, the following entrepreneurship-related actions are implemented:

1. In the context of School Activities, **Career Education programmes** are implemented, on the following thematic axes:

- Opportunities for young entrepreneurs
- From the concept of an idea to the setting up of an enterprise
- Analysis of the characteristics of an enterprise in my city
- Enterprises being lost
- Sustainability of Enterprises in modern society
- Structure and organization of an enterprise

The duration of a Career Education programme may be at least 5 months for Secondary Education and from 2 to 6 months for Primary Education.

2. **The Association for the Entrepreneurship of the Young**, implements Entrepreneurship programmes addressed to Secondary Education schools, on the following subject matters, further to a cooperation memorandum signed with the Ministry of Education in 2011:

- The economic affairs of a person (Lower Secondary Schools).
- Enterprise in action (Lower Secondary Schools).
- International Market (Lower Secondary Schools).
- More than money (Lower Secondary Schools).
- Skills and professions (Lower Secondary Schools, General and Vocational Upper Secondary Schools)
- In the shadow of an executive (Lower Secondary Schools, General and Vocational Upper Secondary Schools).
- Virtual Enterprise (General and Vocational Upper Secondary Schools).
- Banks in Action (General Upper Secondary Schools).
- European Creativity & Innovation Challenge (Vocational Upper Secondary Schools).
- Innovation Competition (General- Vocational Upper Secondary Schools and Vocational Schools).

The strengthening of digital infrastructure and tools (P/Cs, creation of educational software, creation of a single digital educational platform) with the aim to introduce and use Information and Communication Technologies (ICT) in the education practice and in primary education, is achieved through specific operations scheduled for implementation until the school year 2015.

Through other actions, the good use of culture in education is being promoted, not only by familiarizing children with arts but also using them as a teaching tool, while strengthening and upgrading foreign language teaching. Said operations regard the school year 2010-2011.

TALENTED AND GIFTED

Although we can find the basic ideas of talent support in Classical Greek philosophy – Aristotle, for example, laid out the basis of his pedagogy in *The Nicomachean Ethics* or *Politics* - and although the word 'talent' itself has been derived from the Ancient Greek language for use in our European and global cultural heritage, talent support is not given its proper place and recognition in the present Greek educational system EYGENIA MELETEA , 2009.

For more than twenty years there has been increasing emphasis on the need for talented and gifted children to be educated under special arrangements and to be treated as an individual category of Children with Special Educational Needs.

In Greece, the Pedagogical Institute has done a marvellous job on “Talented Children” by publicizing a concise Guide to their Education. In this study, however, this category of special children has been deliberately excluded, as it is believed that their needs are less crucial compared to those of children with disabilities and that talented children – in any case – will be able to manage and adapt better in later life than other special children⁵

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“Inclusion and Special Needs Education: Managing Change or just Marketing the Educational Reform?”

<http://www.topkinisis.com/conference/CCEAM/wib/index/outline/PDF/ARGYROPOULOU%20Eleftheria%202.pdf>

Legislation in Greece regarding students with high abilities

The revised Constitution of 1975, Section 16, paragraph 4, states that “all Greeks are entitled to free of charge education throughout all grades in public schools. The State strengthens students that are distinguishable and also those students who stand in need of assistance or special protection, according to their capacity.”

None of the educational laws or the legislation on special education, from 1980 to 2000 (**1143/1981, 1566/1985, 2817/2000**) mentioned the gifted children as children with special educational needs and special abilities.

Law 1566/1985 on “Structure and Operation of Primary and Secondary Education” officially recognizes the purpose of developing creative thinking for students. It also refers to the establishment of sports and music schools in some cities of Greece.

Law 75/1975 “On extracurricular sports” and Ministerial Decisions Γ4/902/29-9-1988, Γ4/1150/30-8-1994, Γ4/1206/4-7-1995). Special Sports Facilities in Secondary Education apply to all classes of Sport High Schools. They concern for pupils already identified from Sports Federations and other sports institutions, in cooperation with a five-member sports committee, which through specific exams, select the students for these schools including talents in sports, some already recognized athletes and also students who belong to sports teams.

Law 1566/85, Article 5 paragr. 9, Article 6, paragr. 1, Ministerial Decision 3345/ 2-9-88 and amended Γ2/2513/13-6-1989, Law 2158/93, Article 8, paragr. 2, Ministerial Decisions Γ2/1887/1-4-93, Γ2/1685/2-3-95). In Secondary Education, Music High-Schools are established and offer specialized music courses to selected students, through specific exams, who are interested in music education

Law 2817/2000, Article 1, relating to: “education and other provisions for people with special educational needs”, the organization and operation of the K.D.A.Y. (“Centers for Diagnosis, Evaluation and Support”, Ministerial Decision number Γ6/4494, 8/11/2001) and the S.M.E.A. (“Schools of Special Education”), referring to the support and assistance to persons with special educational needs, mainly by limiting them to those characterized by impairments and special educational needs. Provisions are also referred to infants, children and adolescents that do not belong to the previous cases “but they are in need of special educational approach and care for a certain period or for the whole period of school life” (paragraph 3) On October

29th, 2003, in the XIV Plenary Meeting of the Hellenic Parliament a bill was passed that states: "In Article 1, paragraph 2 of the Law 2817/2000, the following paragraph has been added: "Special educational treatment may benefit people with special abilities and talents".

On August 26th of 2008, in the Law 2817/2000 on Special Education, in Article 3, paragraph 2, a reference to gifted students was added, as following: "Students with special educational needs who have one or more special mental abilities and talents developed in a higher level than the expected for their age require special education".⁶

Special provision with a focus on art education

There are specialist provisions for the arts in the form of separate / alternative publicly-funded schools that have a focus on arts education. These are Music Schools and Artistic Schools.

Music Schools (ISCED levels 2 and 3)

The aim of Music Schools (*Mousika Scholeia*) is to educate and train pupils who wish to pursue a career in music ensuring that they are not deficient in general knowledge, should they finally decide on another vocational or professional field.

The first Experimental Musical Secondary School opened in 1988 in Pallini, Attica. During the school year 2007/08 there are in total thirty-six (36) Music Schools all over the country: Music Junior Secondary Schools (ISCED 2) and Music Upper Secondary Schools (ISCED 3). Similarly, we have preparation classes: 'Optional Music Education Lessons for Primary School (ISCED level 1): specifically for pupils of the 4th, 5th and 6th grades of Primary School. Primary Schools graduates are selected for registration in the 1st grade of the Music Lower Secondary School. The selection process is held every school year between the 15th of June and the 30th and in exceptional cases between the first of September and the 11th every school year.

The parents of pupils wishing to participate in the selection process should apply to the Music School of their vicinity between May 10th and 25th each year. For the selection of pupils to attend the 1st grade of Music Lower Secondary School, a special Selection Committee is set up in every Music School, appointed by decision of the Regional Directorate of Education and upon proposal of the competent for the Musical School Regional Service

⁶ <http://www.gifted.gr/en/legislation.htm>

Council for Secondary Education. The selection process entails examinations to determine the candidates' level of ability, through special tests, in the following: rhythm, acoustic and vocal abilities, discernment of tones and the complementary knowledge of a musical instrument by the Ministry of Culture. In Music Lower Secondary School, the teaching program, supervision, control and assessment are designed by a five-member artistic committee consisting of specialists in the field of musical studies. This committee is convened by decision of the Ministry of National Education and Religious Affairs. The committee members have a three-year tenure that can be extended.

In addition to general knowledge courses taught in the mainstream of Lower Secondary School, pupils also take musical education subjects (17 hours of teaching weekly). In the Upper Secondary Music School curriculum, we have the addition of musical education subjects (13-15 hours weekly). Further, the elective subjects (2 hours) are different from those of the mainstream Upper Secondary School. In Music Schools (musical, upper and lower, secondary schools), the promotion of pupils in their music subjects will be a criterion for their remaining in this school, irrespective of whether they have been promoted to the next grade according to the system in effect in the general education schools.

A title of music specialization after sitting for special examinations is awarded additionally to Upper Secondary School graduates (certificate in European Music Theory, certificate in Hellenic traditional music and certificate in Hellenic traditional instruments).

Artistic Schools (ISCED levels 2 and 3)

In 2004 Artistic School (*Kallitechniko Scholeio*) was established aiming at encouraging and supporting the interest of pupils in the Arts and the preparation of young people who wish to pursue a career in Theatre-Cinema, Dance and Visual Arts, ensuring that they are not deficient in general knowledge, should they finally decide on another vocational or professional field. The Artistic School curriculum includes general knowledge subjects and Artistic Subjects. Moreover the timetable of the 1st grade of Artistic Lower Secondary Schools includes 29 hours of General Knowledge and 16 hours of Artistic subjects, the 2nd grade of Artistic Lower Secondary Schools includes 28 hours of General Knowledge and 16 hours of Artistic subjects, and the 3rd grade of Artistic Lower Secondary Schools includes 29 hours of General Knowledge and 16 hours of artistic subjects.

Enrolment of pupils in Artistic Schools is made after selection per direction and an exam should be taken. Each pupil can apply for more than one direction. In case a pupil is selected for more than one direction he/she will opt which to enrol in. For the selection of pupils who wish to attend a direction of Artistic Schools, pupils' Selection Committees are set up.

During the current school year, there are three Artistic Lower Secondary Schools operate and three Artistic Upper Secondary Schools. On school days

pupils are transferred by special buses to the school and have lunch at school⁷.

Hellenic Scientific Societies & Associations

In order to enhance the promotion of Talent and High Abilities in Scientific Divisions a numerous of Scientific Societies on Maths, Chemistry, Physics had been established all over Greece with branches , by Academic and Educators in order to facilitate the special provision and raise awareness in emerging talents within educational Communities in favour of Gifted Students .Seminars , Special Awards and Competitions in Annual basis , Conferences are the vehicles in this direction of Talented and Gifted self awareness and self efficiency .

The most significant are following :

Hellenic scientific societies

Hellenic Astronomy Society

<http://www.astronomia.org.gr>

Website: <http://www.pev.gr>

Hellenic Mathematics Society

Website: <http://www.hms.gr>

Hellenic Informatics Society

Website: <http://www.informatics.org.gr>

Hellenic Physics Society

Website: <http://www.eef.gr>

Hellenic Chemistry Society

Website: www.eex.gr

Greek Associations

"Association of Parents and Guardians of Gifted and Talented Children"

Fax: 26510 95827

e-mail: vandrout@cc.uoi.gr

Website:

«Σύλλογος Γονέων και Κηδεμόνων Χαρισματικών και Ταλαντούχων Μαθητών»

Fax: 26510 95827

e-mail: vandrout@cc.uoi.gr

3ης Σεπτεμβρίου 132, 112 57, Αθήνα

⁷ Arts and Cultural Education at School in Europe Greece 2007/08, EURYDICE

Fax: 210-8068563

e-mail: aploun2002@yahoo.gr

Website: <http://www.media.uoa.gr/aploun>

HELLENIC Society for the educational provision for the creative/ gifted/ talented children and adolescent **ΔΗ.ΧΑ.ΤΑ.ΠΕ** : The Society was established on 14-10-2003, after the decision 5633 of the First Instance Civil Court, a summary of which was published in the daily press on 27.5.2004 and in the Judicial Announcements Gazette on 31.5.2004 <http://www.gifted.gr/>

Studies

<http://users.sch.gr/stefanski/amea/odigos-xarismatika.pdf>

http://www.pi-schools.gr/special_education/harismatika/harismatika-part-01.pdf

KYRITSI ANASTASIA [Master thesis on Talented and Gifted needs http://estia.hua.gr:8080/dspace/bitstream/123456789/1316/1/kyritsi_a_nastasia.pdf

Annex : Professional Guidance in Greece

Source ; *Euroguidance*

A network of centres linking together the Careers Guidance systems in Europe euroguidance promotes mobility, helping guidance counsellors and individuals to better understand the opportunities available to European citizens throughout Europe

Please visit in order to see the spectrum of all Bodies for Guidance

<http://www.euroguidance.net/guidance-systems/guidance-system-in-greece-overview/>