

***An evaluation of the institution
of the Greek Pedagogical
Institute: viewpoints of its
former presidents***

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Introduction...



- ***Educational policy***: a complex and dynamic process that aims to achieve a result
- Defined as "discourse" and as "practice" expressed in a theoretical (*politics*) and an applied level (*policies*)

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- Its object is the carriers-parties and the way they participate in its design and formation.
 - It's linked to the choices of a person or a group of people and in other cases constitutes an integrated action plan.
 - Regarding to a centralized education system, at an official level, it is mainly formed by scientific and bureaucratic carriers.

This paper falls within
the broad field of
educational policy

- It is involved with one of the institutionalized institutions of Greek educational policy, the **Pedagogical Institute (PI)**
- The Pedagogical Institute is examined both *theoretically* and *empirically*

Greek Pedagogical Institute



was
founded
in 1964



was
abolished
(1967-1974)



was re-established in
1985, as an
independent public
service which is directly
attached to the Minister
of Education and is
based in Athens



in 2011 it merged
with other
organizations into
the newly
established Institute
for Educational
Policy (IEP)



Its aim:

to study the Greek educational system, to submit suggestions and opinions to the Minister for all educational issues, as well as the implementation of political decisions at educational level.

Competences:

- ✓ scientific research,
- ✓ study of primary and secondary education issues,
- ✓ presentation of proposals for guidance and planning of educational policy,
- ✓ monitoring of the development of educational technology,
- ✓ planning and taking care of the implementation of training programs and their evaluation,
- ✓ elaboration of the curricula, suggestion for the school textbooks and
- ✓ adoption of measures to improve the educational process.

Research





□ Purpose of the survey:

to present and examine the views of former presidents of the Greek Pedagogical Institute on the institution itself. In particular, through their experiences, an "inward" image of its **existence, function, role, action** and **contribution** in the field of education was formed.

❑ Method and conduct of research

- The issue is approached qualitatively

- **Material collection technique:** semi-structured interview

- **Participants:** six former presidents of the PI

- The material was collected in May and June 2015

- The research **material**: the six transcribed interviews of the PI presidents

- The **analysis** of the material was achieved with the method of qualitative content analysis

- The interviews were processed by the **structuring technique**

- It was attempted to interpret the material with the **interpretative method**



Findings-discussion

- The physiognomy of the institution was in line with the state's intention to control the institution.
- It has had a multidimensional role, determined mainly by how it is used by political leadership.
- Reliance on political leadership ensured the identification and convergence of PI action with the promoted educational policy.

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- The term of office of the presidents was determined by both governmental and ministerial changes.
 - In the positions of the presidents over time no educators were selected.
 - The quality and quantity adequacy of its members has not always been ensured in the PI.

Its action:

- is characterized by discontinuity, stagnation and dependence on wider political, social and economic conditions,
- it has been strong and decisive in promoting changes and innovations in the field of education,
- it has been limited to a purely consultative, co-ordinating, even accomplishing role.

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- The assignment of curricula, school textbooks, and teacher training to the PI served the ideological control and promotion of selected policies.
 - Dependence on the minister has overlapped every effort for scientific dialogue and research.
 - It was mainly used as a tool for legitimizing political choices, as a scientific adviser and coordinator, and as a tool for implementing educational policies.

- The general assessment of its offer is linked to:

- ✓ the wider context and the prevailing circumstances,
- ✓ the degree of political intervention,
- ✓ EU funding,
- ✓ the term of office of the President,
- ✓ the qualitative and quantitative competence of the staff,
- ✓ the expectations that were created for the institution.

...in summary



- *Pedagogical Institute* was a “key player” on the pedagogical guidance axis.
- Dependence on the political leadership is a basic way of interpreting its physiognomy, purpose, role, operation, action and its supply.