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

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 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*) 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 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
- \checkmark adoption of measures to improve the educational process.





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 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.

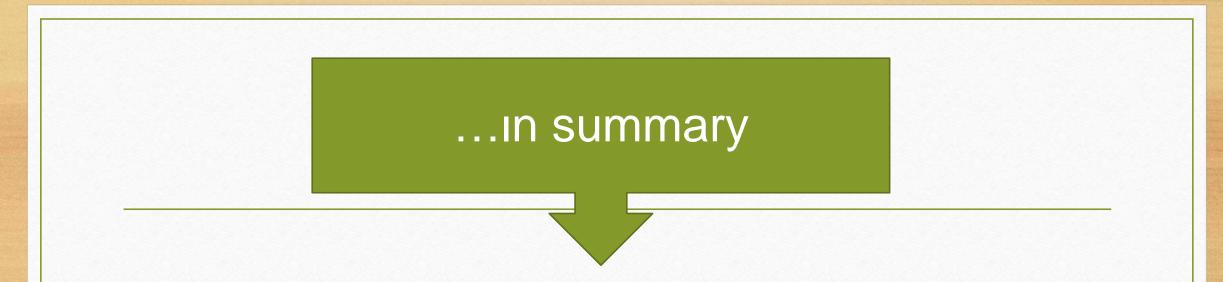
- The term of office of the presidents was determined by both governmental and ministerial changes.
- In the positions of the presidents over time no educators were selected.
- The quality and quantity adequacy of its members has not always been ensured in the PI.

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.

- 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,
- \checkmark the expectations that were created for the institution.



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.