A National and International Interdisciplinary Forum for Scholars, Academics, Researchers and Educators from a wide range of fields related to Educational Studies
About MENON

The scope of the MEJER is broad, both in terms of topics covered and disciplinary perspective, since the journal attempts to make connections between fields, theories, research methods, and scholarly discourses, and welcomes contributions on humanities, social sciences and sciences related to educational issues. It publishes original empirical and theoretical papers as well as reviews. Topical collections of articles appropriate to MEJER regularly appear as special issues (thematic issues).

This open access journal welcomes papers in English, as well in German and French. All submitted manuscripts undergo a peer-review process. Based on initial screening by the editorial board, each paper is anonymized and reviewed by at least two referees. Referees are reputed within their academic or professional setting, and come from Greece and other European countries. In case one of the reports is negative, the editor decides on its publication.

Manuscripts must be submitted as electronic files (by e-mail attachment in Microsoft Word format) to: mejer@uowm.gr or via the Submission Webform.

Submission of a manuscript implies that it must not be under consideration for publication by other journal or has not been published before.

Editor

Charalampos Lemonidis
University Of Western Macedonia, Greece

Editorial Board

- Anastasia Alevriadou
  University Of Western Macedonia, Greece
- Eleni Griva
  University Of Western Macedonia, Greece
- Sofia Iliadou-Tahou
  University Of Western Macedonia, Greece
- Efthalia Konstantinidou
  University Of Western Macedonia, Greece
- Vasiliki Papadopoulou
  University Of Western Macedonia, Greece

MENON © is published at University of Western Macedonia – Faculty Of Education

Reproduction of this publication for educational or other non-commercial purposes is authorized as long as the source is acknowledged. Readers may print or save any issue of MENON as long as there are no alterations made in those issues. Copyright remains with the authors, who are responsible for getting permission to reproduce any images or figures they submit and for providing the necessary credits.
<table>
<thead>
<tr>
<th>Title</th>
<th>Abstract</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evripides Zantides</td>
<td>Depicting time: Visualizing the duration of existence and facts in past, present and future</td>
<td>5-19</td>
</tr>
<tr>
<td>Aspasia Papadima</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Charoula Statthopoulou</td>
<td>Diversity in European school populations: A study in Portugal and Greece with particular attention to Romany cultures</td>
<td>20-31</td>
</tr>
<tr>
<td>Darlinda Moreira,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aspasia Papadima</td>
<td>Investigating young people’s online discussions from a linguistic and sociological perspective</td>
<td>32-43</td>
</tr>
<tr>
<td>Anastasia Kappatou</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eriola Qafzezi</td>
<td>Linguistic phenomena observed in translating multiple sentences from English into Albanian: The case of Alice’s Adventures in Wonderland</td>
<td>44-57</td>
</tr>
<tr>
<td>Anna Fterniati</td>
<td>Media and literacy: Evidence from elementary school students’ literacy practices and the current teaching practices in Greece</td>
<td>58-70</td>
</tr>
<tr>
<td>Argiris Archakis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Villy Tsakona</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vasia Tsami</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Iliadou-Tachou Sofia</td>
<td>PASOK’s education policy about the transferring of Greek students attending Foreign Universities (1982-1991): A Study Case – Florina’s Pedagogical Academy</td>
<td>71-85</td>
</tr>
<tr>
<td>Kalerante Evaggelia</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tsigeni Paraskevi</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Charalambos Lemonidis</td>
<td>Prospective elementary teachers’ knowledge in computational estimation</td>
<td>86-98</td>
</tr>
<tr>
<td>Anastasia Kaimakami</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aggeliki Tsapakidou</td>
<td>The effect of a learning group in the understanding of the structure of illustrated short stories for children of a preschool age</td>
<td>99-109</td>
</tr>
<tr>
<td>Argyrios Kyridis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eirini Sivropoulou</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Panagiotis Giavrimis</td>
<td>The conception of the “self” in immigrant children: The case of Albanians in the Greek educational system</td>
<td>110-121</td>
</tr>
<tr>
<td>Makrina Zafiri</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vasilis Charitos</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adamantios Papastamatis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Christos Tzikas</td>
<td>The social conditions of educational changes. The case of primary education in Greece 1878-1880</td>
<td>122-138</td>
</tr>
</tbody>
</table>
PASOK’s education policy about the transferring of Greek students attending Foreign Universities (1982-1991): A Study Case – Florina’s Pedagogical Academy

Iliadou-Tachou Sofia  
Associate Professor, University of Western Macedonia  
siliadou@uowm.gr

Kalerante Evaggelia  
Lecturer, University of Western Macedonia  
ekalerante@uowm.gr

Tsigeni Paraskevi  
Postgraduate Student, University of Western Macedonia  
tsigenievi@yahoo.gr

Abstract
We review the legal stipulations over exam admissions of Greek Students attending foreign (especially Balkan) Pedagogical Academies to Greek ones, which reflect the Greek government’s political predilection to attract back Greek students, lending special interest in the related legislation, as well as the political intent underlying the particular legislation. The admission legislative rule is reviewed against the political environment that favors the authorization of Greek student transfers from abroad. Florina’s Pedagogical Academy, among others, has operated as a host institution and is our study case, which delves into the legislation enforcement and regulations of the admission system, highlighting testing and grading procedures, as well as broader deliberations within the academic community having to do with repatriated student placement. Florina’s Pedagogical Academy files provide information on entrance candidacies from foreign universities, especially Balkan ones.

Keywords: educational policy, tertiary education, transferred students, Balkan Universities.

Introduction
The current study starts from the observation that a respectable number of elementary school teachers, who are officially appointed to the schools of Florina’s area, studied at the Balkan Pedagogical Academies. The policy of transferring Greek students from the neighbouring countries’ Academies had adopted by PASOK in 1983. Specifically, having won the elections of 1982, the Greek Socialist Party (PASOK) raised people’s expectations of a fundamental change.¹ Till then Greece was governed by conservative parties, so PASOK was the first party that used the title of the Socialist Government. It proclaimed a series of ideals concerning different concepts of the social classes, the dynamics of the political system, the principle of equality and the democratic functioning. Andreas Papandreou’s ideas about the reformation of political structures and the democratic operation of the system were closely linked with education; therefore the focus on educational design was a necessity for the re-distribution of educational rights to the

¹ q.v. For the political content of PASOK declarations, mainly during the first period 1981-1984 (Lyrizis, 1990; Spourdalakis, 1998).
lower social strata.
PASOK’s education policy re-examined the structures and functionality of all levels of education and put into effect a collective assessment program which meant to replace the outdated forms of education with new ones. The socialist Ministers of National Education surrounded by experts elaborated innovative educational schemes, focusing on substantial alterations that would improve all levels of education. Their political discourse, regarding educational issues, concentrated on the nation State, stressing the idealism of a strong Greece and its relationship with the European Union. In the 80’s, it seems that the main goal of the government was to improve the tertiary education and formulate proper circumstances, where the cognitive level of the educator could be identified and controlled. Additionally, the researchers assume that PASOK’S interest in transferred students ensued from the government’s wish to prevent the inequality of degrees. As a result, the formation of many categories of teachers, who had been trained in foreign countries and had developed a different concept of educational status and culture, would be avoided.
The current study can be considered as a case study. The Pedagogical Academy of Florina was chosen as an example because it is near the Balkan countries and especially the former Yugoslavia. Thus a large number of Florina’s residents studied at Balkan Pedagogical Academies and benefited from the favorable provisions during the period 1982-87, especially concerning their transfer from the Balkan Academies to Florina’s Academy. As shown in the research, which is still in progress, from the serving teachers of elementary education in Florina a fairly significant percentage of them has achieved the first years of studies at the Balkan universities and completed them at the P.A. of Florina. Thus the research carried out in P.A. of Florina can be classified as a case study (Burns 2000).

1. The aims and objectives of the study

The existing literature about this study is limited. Only Christos Antoniou (1990, 2002: 224-226) in his thesis about the pedagogical Academy of Florina has discussed the issue of the Greek transferred students to the Academy, but without considering this matter as crucial in his research. Our study focuses for the first time in Greek transferred students to Florina’s Pedagogical Academy and aims at: a) the description of the objectives of PASOK’s education policy during 1982-1987 concerning the Greek transferred students from the Balkan Pedagogical Academies to Greek ones, b) the observation of how these objectives were implemented in the case of Florina’s Pedagogical Academy c) the interpretation of the main reasons PASOK’s government carried out this legislation framework.

2. Methodology

In our opinion, the methodology of this study responds to the objectives outlined above. Particularly, we use the historical interpretive method for a) the description of the objectives of PASOK’s education policy during 1982-1987 concerning the Greek transferred students from the Balkan Pedagogical Academies to Greek ones, b) the observation of how these objectives were implemented in the case of Florina’s Pedagogical Academy c) the interpretation of the main reasons PASOK’s government carried out this legislation framework.

---

2 q.v. An outlook for the early association between Greece and Europe on knowledge and forms of education (Pasias 2006).
3 Oral reports from the Directors of Education.
legislation and the corresponding context pertinent to the issue of the Greek students who were studying abroad and b) the case study and the implementation of the above legislative framework on Florina’s Pedagogical Academy. We studied for our research the archives of Florina’s Pedagogical Academy and specifically the General Assemblies’ minutes, dated from 1982 to 1991.

3. PASOK’s legislative framework about the transferred students from foreign Pedagogical Academies

The task of PASOK’s Government began with the fundamental Law 1268/1982 which regulated the structure and function of the Greek Higher Educational Institutions. The article 46 established the Pedagogical Departments of Elementary Education and Schools of Early Childhood Education in Athens, Thessaloniki, Patra, Thrace and Crete. These Departments had duration «at least 8 semesters». Also this article outlined the Government’s intention to improve the teachers’ training and transfer the Greek students or graduates from abroad to corresponding Greek faculties. The law stipulated that each university would classify on its own decision students or graduates so that they would attend courses, which had not been taught in the school of origin.

The Government was so interested in the issue of transferring that two months after the voting of the L.1268 / 82 it passed a new complementary L.1286 /1982, focusing on the:

- Determination rates for transfers.
- Reference to a special established order regarding admissions and transfers.
- Setting for the examination courses.

The government probably intended to reduce the admissions of high school graduates by regulating the issue of transfers. Besides it was estimated that by the end of 1989, the number of students who would be attending foreign Pedagogical Universities would be limited. The second issue which the law regulated was the special category of transferred students. Specifically the L. 1286/1982 stated that a 2% of students who had a parent, brother or spouse studying in the host university and a percentage of 4% when the candidate, at the discretion of the host university, claimed special reasons, such as a serious risk or threat of life or health as well as social, economic and family reasons, had the right to transfer to corresponding universities. Additionally, candidates, eligible for transferring, had to be examined in three compulsory courses of the previous academic year or semester from the one they wished to be transferred. With the Ministerial Decision (M.D.) C3/831/25-12-1982 particular issues for transfers were regulated that

---

4 The law provided that the foreign Universities were to be determined by a Presidential Decree, which fell under the previous paragraph.

5 For the Higher Educational Institutions in all years except the first and the last one in percentage: a) 15% for the 2nd year and 10% for each year during the academic year 1983-1984, b) 10% for 3rd and 5% for each year during the academic year 1984-1985 and c) 5% for the 4th and each year during the academic year 1985-1986. In the higher faculties the students enroll in the 2nd year of study at a rate of: a) 15% in the academic year 1983-84, b) 10% of the academic year 1984-85 et seq. (article 4, par. 1).

6 cf. Generally the law on foreign and domestic transfers provides that specific provisions, such as the ones in article 2, par. 4B, offer the transfer right, when for the candidate occur “special reasons” at the discretion of the host university or academy. [...] Also in article 2, par. 6B 5% for each host university to those who have a parent, a brother or a husband and they are students in the host universities [...] and respectively in article 2, par. 6C «4% for each host university for those who claim [...] specific reasons [...]». 
actually amplify the points of the L. 1286/82. Specifically, the M.D. determined the courses for the admission examinations to Pedagogical Academies for both academic years, that is, a composition essay and Greek history for the 1st year and general pedagogy and developing psychology for the 2nd year. The following year the M.D. C3/1214/17-6-1983 added to the exam regulations for the 1st year candidacies the composition essay and either the course of the Greek history or maths or physics.

Later on the M.D. C3/106/14-2-1986 established the Equivalence & Accreditation Committee for Training Teaching Personnel (EACTTP), which was responsible for the inspection of degrees, acquired from foreign Pedagogical institutions. In 1987 the Equivalence Committee for the elementary education, comprised by experts in education policy, was constituted according to the M.D. C3/1513/15-12-1987. At the same time the M.D. C3/1368/2-12-1986 recognized concrete universities as equivalent, so that the candidates would not have to submit a specific certificate. According to Hellenic NARIC (National Academic Recognition and Information Center) there was a number of recognized foreign academies and universities. Until 1986 the regulations focused on procedural matters and especially on the suitable courses for the admission exams for both transferred graduates and undergraduates from abroad.

Since 1986 the educational policy makers dealt with the issue of how they could control the process of studying in foreign universities and examine the degrees of Greek graduates from foreign Pedagogical Universities. Establishing an Equivalence Committee means that there is a legitimate body responsible for reviewing foreign degrees and essentially deciding on the appropriateness or not of graduates from foreign institutions. An interesting issue is that the Hellenic Ministry of Education staffs the Committee with experts from Pedagogical Universities and with representatives of the elementary and secondary teachers’ Union. Gradually the favorable arrangements made as a welfare policy are abolished, especially the ordinance regarding transfers due to social issues. So a policy of transparency is adopted with clear knowledge of the transfer criteria based solely on the candidates’ assessment in certain courses.

After the determination of the recognized universities the Equivalence Committee was delegated to refer graduates to supplementary examination (circular C3/1556/2-12-1986).

---

7 Schools of Training Teaching Personnel are: Pedagogical Academy, Schools of Early Childhood Education, the Higher Home Economics and the Departments of Elementary Education.

8 A corresponding Committee was established for the secondary education as well.

9 q.v. With the C3/127/20-6-1986 special transfer regulation from Italian “Facoltas di Magistero” to Pedagogical Academies/Faculties and Schools of Early Childhood Education.

- Pedagogical Academy of Belgrade,
- P.A. Dusan Jerkovic in Sabac, Yugoslavia,
- P.A. Skenderbeu in Gnjilane, Yugoslavia,
- P.A. Ivo Andric in Vranje, Yugoslavia,
- P.A. Svetozarevo, Yugoslavia,
- P.A. Belgrade, School of Early Childhood Education,
- P.A. Vranje, School of Early Childhood Education,
- P.A. Gnjilane, School of Early Childhood Education,
- University of Lutz, School of Early Childhood Education,
- Higher Faculty of Education, Stockholm (Institute of Solna),
- Kalmar University of Sweden- School of Early Childhood Education.
The issue of transferred students or graduates from abroad came to an end by the Presidential Decree (P.D.) 269/27-7-1987, which stated explicitly that «transfers from abroad are permitted for the last time in the year 1987-88. From the academic year 1988-89 no transfer or admission is granted».

Basically the discontinuance of Pedagogical Academies is associated with the reduction of the phenomenon of transfers; even if it was not determined with the P.D. 269/27-7-1987 the abolition of transfers from foreign universities. Pedagogical Academies operated according to different criteria, but the circumstances which arose in the professional area, especially after the alteration of the appointment system for teachers, which was through State exams determined by the Supreme Council for Personnel Selection (ASEP), new conditions had been created which discouraged prospective Greek students to study at universities abroad.

4. A case study: PASOK’s education policy (L.1286/82) implemented in Florina’s Pedagogical Academy

Firstly, it should be clarified that the duration of studies in Greek Pedagogical Academies were two years. Florina’s Academy implemented certain provisions of the L. 1286/82 already from the academic year 1982-83, while the following years it applied the decisions and circulars on transfers and admission exams by the book. According to the archives of Florina’ P.A. and the references made in them concerning the universities of origin, the highest percentage of transferred students was from the former Yugoslavia, while a small percentage was from other countries such as Italy (University of Bologna, Padua) and Bulgaria (Sofia University). In this study it is taken into account that the majority of Greek students were transferred from Yugoslavian Pedagogical Academies.

Florina’s Academy accepted for the last time freshmen in 1986-1987 due to its cessation in 1989-1990 (P.D. 286/1986), while October 30, 1989 and November 10, 1989 were the last days the Academy provided degrees to its graduates. Thus the transfers in the 2nd year were conducted for the last time in 1987-1988 (P.D. 269/1987). The main subject of the Academy’s general meetings, from 1982 to 1987 was the new legislation, especially that of transfers and admissions from foreign Pedagogical Universities. Particularly it was given emphasis on how the Academy would implement the L.1286/82 and the following Presidential Decrees. The decisions were about:

a) The percentage of the admitted students with exams, graduates of domestic or foreign Higher Institutions in the 1st year and graduates of universities in the 2nd year. This regulation did not refer to students or graduates from Pedagogical Universities (L.1286/82; M.D. C3/831/25-12-82).

---

10 cf. On the same issue in the P.D. 527/20-10-1988 it is cited the cessation of Pedagogical Academies and noted that all students of P.A. and Schools of Early Childhood Education should have received a Bachelor’s degree till 10-11-1989, otherwise they will lose their student’s rights.

11 The operation of the Academy prolonged till 30/6/1991 (P.D. 24/1991). There was no change in transfers’ regulations.

12 Examination courses for admissions:
1st year: a) Composition essay
b) History: i) Roman & Byzantine, ii) Modern Greek and European

2nd year: a) Pedagogy
b) Psychology (M.D. C3/831/25-12-82)
b) The transferred students from foreign Pedagogical Universities with or without exams throughout each current year at the discretion of the Academy. The measure started in 1982-83. The Academy accepted transferred students who invoked reasons of health or were members of large families or were mothers of underage children (without quantitative restrictions). Moreover, those who had a brother or spouse already studying in the Academy (at a rate of 2%) and those who claimed special reasons (at a rate of 4%) (L.1286/82, art. 4). They were accepted by submitting the necessary documents and provided that they had succeeded in the 1st year courses of their university of origin.

Figure 1

![Frequency of transferred students per category](image)

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Category</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1982-83</td>
<td>A</td>
<td>4</td>
</tr>
<tr>
<td>1983-84</td>
<td>A</td>
<td>0</td>
</tr>
<tr>
<td>1984-85</td>
<td>A</td>
<td>13</td>
</tr>
<tr>
<td>1985-86</td>
<td>B</td>
<td>27</td>
</tr>
<tr>
<td>1986-87</td>
<td>B</td>
<td>0</td>
</tr>
<tr>
<td>1987-88</td>
<td>B</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>158</td>
</tr>
</tbody>
</table>

13 Main supplementary courses to be examined: Greek language-grammar, Greek History, Religion, Teaching Methodology, Pedagogy, Psychology, Physics, P.E., Sociology, Philosophy.
d) Graduates from foreign Pedagogical Universities who required degree recognition. Their applications were studied by the Equivalence & Accreditation Committee for Training Teaching Personnel (EACTTP) which in turn determined the respective Greek courses the graduates were to be examined. This procedure ended on August 31, 1991. The graduates had the right to attend the set courses and were examined during the examination periods of the Academy, at the same time and with the same syllabus of the regular students (P.D. C3/106/14-2-86; Circular C3/1556/2-12-86, par. 4). The archives show the full compliance of the Academy to the guidelines given by the Ministry of Education. The data analysis shows that Florina’s Academy received a large number of graduates and students mainly from the former Yugoslavia.

5. Archives Analysis

The data, collected from the minutes of the general assemblies and the council of administration of the Academy, were processed and analyzed with the statistical program SPSS. According to the findings:

a) The application of the L.1286/82 basically starts in 1983-84, when it is made known the right to be transferred from foreign universities because of financial, social and family reasons. Figure 1 depicts the frequency of the total number of students who were transferred to Florina’s Academy in the 1st and 2nd academic year from 1983 to 1987. There are three categories of transferred students: A=transferred students to the 1st year without admission exams, B=transferred students to the 2nd year without admission exams and C=students who were transferred to the 2nd year at a specific rate with exams. The most impressive finding here is the massive increase in transfers to the 2nd year without admission exams, the last two academic years 1986 and 1987.
Since 1985 the number of transferred students from the B category increased about eight times within two years. Certainly, it cannot be overlooked that there was a limit of 10% of the total admissions for those who sat for examinations (category C), but the last academic years the 10% wasn’t reached. However, most students chose to enroll in the Academy claiming special reasons. It appears that the aim was to strengthen the social educational policy and improve the living conditions of the lower social classes.

Figure 3

Figure 2 illustrates the proportion between the State exams students (A) who admitted Florina’s Academy and the total number of transferred students from Balkan Pedagogical Universities (B) during 1982-1987. Comparing the two categories, the number of transferred students is considerably growing from 1985 and forth, while there is a small increase of State exams students in 1984 and 1985. Apparently, Greek students intended to be transferred to Greece and continue their studies in order to have good prospects for rapid vocational rehabilitation. Domestic transfers and athletes have been excluded. In 1987 the P.A. did not accept new admissions due to its impending cessation.

Candidates who wished to be transferred to the 2nd year and could not meet the specific requirements of the legislation had to be examined in the three subjects, mentioned previously, achieve in all three of them and finally be selected at a rate of 10% (M.D. C3/831/25-12-82). It is remarkable that while the applications in 1984-85 amounted at 13, the number is almost multiplied nine times in 1985-86 reaching 100 requests. The last two years, applicants amounted to 229 and 266. These numbers show the intense mobility from foreign universities to the Greek corresponding ones, as well as the popularity of the law. Consequently, many young Greeks rushed to
benefit from it. Eventually a smaller number sat for exams and only those who finally enrolled managed to pass all courses (Figure 3).

b) The statistical comparison between the legitimate special cases of transfers to the 1st or 2nd year of Greek Pedagogical academies without examination reflects the great interest of the society as a whole. The letters in Figure 4 represent the four categories of special cases the students invoked: A=Special reasons, B=Severe diseases, C= Members of a large family/Mothers with underage children and D= Brother/spouse that studies in the same school.

84% of transferred students to Florina’s Academy were members of large families and mothers with underage children (C), which is a quite impressive percentage. The number of transfers because their brother or spouse studied in the Academy (D), due to the limit of 2%, remains small compared with the other categories (L. 1286/82, art. 2, par. 7). Only 6% of the students invoked special reasons (A), which were not specified in the Academy’s archives and 1% claimed they suffered from a severe disease (B). In conclusion, members of large families and mothers with underage children (C) rushed to take advantage of the welfare measure and the vocational rehabilitation ensued from it before the cessation of the Academy (Figure 4).

c) As far as the Greek graduates from foreign Pedagogical Universities who requested recognition of their degree, 598 graduates participated in the Academy’s examination periods, starting from 1986. They had to achieve the defined courses before the cessation of the Academy, otherwise their degree would be considered invalid. In this case the mass arrival from specific cities of the former Yugoslavia is observed the last two years (1988 and 1989) before the expiration of the measure. So the 36% of graduates came from Vranja, followed by Belgrade with 33% and Gnjilane with 11%. Additionally, 8% came from Svetozarevo, 7% from Pristina and 5% from Sabac. Possibly
the Greeks chose universities recognized by the circular C3/1368/2-12-86, for their degree recognition to avoid bureaucracy. There is a negligible percentage of graduates who attended smaller Yugoslavian universities, such as Krusevac, Mitrovica, Aleksinac, Pirot, which is not taken into account (Figure 5).

Figure 5

6. Discussion-Conclusion

Shortly after the release of the L. 1286/82, the movement of Greek students from Balkan countries began. At the discretion of the Academy they were enrolled in the 1st or 2nd academic year according to the University of Origin. The advent of transferred students culminated in 1987-88, which was the last year of transfers and application of the law. There were mainly three categories of students who were transferred to Florina’s Pedagogical Academy: a) students who invoked reasons of health or were members of large families or were mothers of underage children (without quantitative restrictions), b) students who came from foreign Pedagogical Universities and enrolled at a rate of 15% in 1983-84 and 10% from 1984-85 and forth in the 2nd academic year after having been examined on three courses from the 1st academic year and c) graduates from foreign Pedagogical Universities who required degree recognition. However, most students chose to be transferred to the 2nd year of the Academy without admission exams instead of undergoing the compulsory examination courses, which may or may not ensure a position in the Academy. It was a popular way of being transferred that was massively increased in the last two academic years (1986-1987). So a limited number of students made use of the examination measure in comparison to those who claimed special reasons.  

14 Issue which is under investigation.
Our findings speak for themselves. 84% of transferred students were members of large families and mothers with underage children, who admitted to Florina’s Academy without being examined to any course. At this point, one specific question that arises is if being a member of a large family was a defining characteristic of the area that represented a large percentage of the population or if it was "manufactured" in order to be benefited from the existent provisions of the Law.

It is of great interest the over-concentration of Greek students in specific Yugoslavian cities as the 36% of graduates came from Vranja, followed by Belgrade with 33% and Gnjilane with 11%. Additionally, 8% came from Svetozarevo, 7% from Pristina and 5% from Sabac.

The main reasons of PASOK’s decision to put into effect the policy of transfers from the Balkan countries were ethnical, pedagogical, social, and regional ones (concerning the ethnic conflicts in the former Yugoslavia):

a) The ethnical reasons were associated with the process of socialization that involves the acquisition of Greek consciousness. The issue of disparate education for the Greek teachers who studied in the Balkan universities was resolved with transfers under one crucial condition: that is, apart from the pedagogical courses, all transferred students from abroad had to be examined in Greek language, history and religion. It is a choice that establishes the national identity in the context of the nation-State. Given that the Greek students of Balkan countries were mediocre, the emphasis on Greek language was deemed necessary. It is noted that from the 11 recognized foreign universities 9 of them are in Yugoslavia. It seems the legislator wished to solve the problem that existed with the large advent of elementary teachers coming from Yugoslavian universities. On the whole, a valuation of the period 1986-87 pinpoints the fact that the State’s education policy worries about the Greek graduates from Yugoslavian universities and probably wanted to reduce that number by discouraging Greek candidates to enroll in them.

b) The pedagogical reasons were associated with the establishment of pedagogical departments and served the goal of achieving a generally homogeneous education for elementary teachers. Also the question of transfer regulations seemed to be included in the unified framework of legislation for the teachers’ training at the Higher Institutions of Education.

c) The social reasons were connected with the demand of social mobility and social justice in the border area of Florina, with its specific characteristics. Social mobility has been one of the main purposes of Socialist parties in Europe (Kraaykamp 2000, McIntoch & Munk 2007, Rakic 2001, Breen 2004). They believed that by creating the proper conditions, social mobility would contribute to the building of an open society of equal opportunities for all social groups or classes and the reduction of social inequalities (Duru-Bellat & Kieffer 2008, David et. al. 2010, Manski 1992). In other words, their goal was to achieve social justice (Gewirtz 1998, Bankston 2010). PASOK’s ideological platform was based on that aspiration. As a new political party, PASOK wished to shape those particular conditions which would give equal opportunities, especially as far as education was concerned, to Greeks from all walks of life. It was believed that education was the only objective mechanism which would ensure the social mobility and society’s reformation (Jackson et. al. 2005, Beller & Hout 2006, Leventoglu 2005).

The social mobility in Macedonia region has various dimensions, as it is closely connected...
with distinctive problems of the region itself. After the inclusion of Macedonia in the Greek State, education became a national issue that had to be resolved. The inhabitants of the area were bilingual who, according to the State’s policy, had to be integrated into the Greek population. So they had to be educated exclusively in Greek. During consensus periods, the State had a mediating role between local ethnic groups living in the Macedonian territory, where Florina belongs to, as well. In this context, teachers’ education in Pedagogical Academies, like Florina’s, functioned effectively as an allocating mechanism of social roles, capital and goods. In other words, it functioned as a mechanism of social reproduction through the relationship between State, society and education (Hliadou 2007). Therefore, through the process of national and linguistic homogenization, Pedagogical Academies ensured the access to education and social mobility for all walks of life. However, the borderland of Florina was facing, even much later in 1983-87, many social and economic problems. The weaker social classes, who most of them were PASOK’s voters, had few opportunities for social and vocational advancement.

Overall, it was attempted a downgrade of the social criteria: instead of creating the proper conditions so that the lower social strata became competitive in an open society, PASOK’s government, claiming the goal of social justice, introduced the legislation about transfers, facilitating their admission to Greek Pedagogical Academies. Our research showed that most Florina’s transferred students or graduates from Balkan Pedagogical Universities came from lower social strata. According to Antoniou (1990) their social origin, based on their father’s occupation, was farming and stock breeding. So the law gave them the opportunity for social advancement and progress. Consequently, those favourably educational choices initiated a controversy regarding the expediency of the measure and if they really served the intended educational purposes. Especially with the suggested social criteria, the particular education policy seemed not to take into account the cognitive evaluation of candidates, that is, their qualifications. On the contrary, it was given greater importance to the candidates’ social conditions, which they probably expressed a welfare policy, but they actually created different criteria for evaluating candidates.

d) The reasons regarding the broad region of Macedonia could be associated with the rise of Albanian nationalism in the area which may have affected the structures of the Balkan Pedagogical Academies so that foreign students had an easy access to them. A factor that may have been appealing to the Greek students. Although it must be underlined that the special features of the former Yugoslavian Academies and the Greek students’ choices remain at present issues under research.

Lastly, one main subject of this investigation is the determination of the exact percentage of transferred students integrated in the educational mechanism of Florina’s area in recent years and the potential existence of assumptions about the consequences of the Law in the local area/community.

References


Thesis. Thessaloniki.


Legislation


Greece. Parliament. M.D. C3/1368/2-12-86, «Recognition of foreign universities as equivalent to Pedagogical Academies and Schools of Early Childhood Education ».


Brief biographies

Hliadou Sofia

She studied Greek Literature at the Philosophical Faculty of the Aristotle University of Thessaloniki and did postgraduate studies in Modern History, in Pedagogy and in Byzantine History. In 1996 she got a PhD from the Department of Early Childhood Education at the Aristotle University of Thessaloniki and in 2002 she was elected lecturer of history of Modern Education in the Department of Elementary Education of the University of Western Macedonia. Today she is an

Associate Professor and member of the Directorate Council of the Hellenic Society for the history of education and the International Association of historians of education. She has written numerous articles in many scientific journals and important scientific books.

**Kalerante Evaggelia**
Since 2010 she has been working as a lecturer in the Department of Early Childhood Education at the University of Western Macedonia. She is a graduate of the Department of Political Science and Public Administration, School of Law, Athens University (1989), where she got her PhD (2005). She did postgraduate studies in Sociology and Politics at the University of Athens (2000). She has numerous and important scientific writings to display.

**Tsigeni Paraskevi**
Currently she is a postgraduate student in the Pedagogical Department of Elementary Education of the University of Western Macedonia. She studies Modern Greek history and Greek educational policy. In July of 2011 she graduated from the same department and university with honors. She speaks English fluently (Proficiency of Cambridge & Michigan) and the last 8 years she has been working in a private English school as an English teacher. During her undergraduate studies, she participated in educational concepts with the aim of further training.