

Greek Pedagogy Academy Entrance Exam System for Greek Students attending Foreign Universities (1982-1991): A Study Case – The Florina Pedagogy Academy.

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Contents

- i. Introduction-main purpose of the current study
- ii. Methodology
- iii. Theoretical Approach
 - a. Legislation
 - b. Interpretation of transfers' policy
- iv. Qualitative Analysis of Academy's archives
- v. Discussion-Conclusion

Introduction



- 1982: The Greek Socialist Party (PASOK) won the elections, raising Greeks' expectations of an economic, social & political change (Lyritzis, 1990; Spourdalakis, 1998).
- The modernization and the democratic operation of the Greek educational system was imperative.
- Among the educational changes, the Socialist Party (PASOK) gave emphasis on the tertiary education, particularly on the improvement of teachers' training.
- The issue of improving the Pedagogical Academies arose.
- The legislation mainly about foreign transfers, especially to P.A. was a transitional stage.

Main purpose of the study



- a. The procedural system of students' transfers from Balkan Pedagogical Universities to the 2-year Pedagogical Academy of Florina.

- b. The connection between the legislation of foreign transfers to P.A. and the broader social and political issues.

Methodology



A qualitative research analysis of primary and secondary materials relevant to students' transfers from Balkan countries to the 2-year Pedagogical Academy of Florina (Burns, 2000; Iosifidis, 2008).



Case study: Florina's Academy near former Yugoslavia, thus a large number of the residents studied there and benefited from the legislation of transfers.

The Academy's archives & local/national press shed light on:

- a. The utilization of the existent legislation,
- b. Transfers' operation within the Academy,
- c. The mobility of these students to the Academy,
- d. The examination procedure.

Theoretical Approach Legislation (I)



L.1268/1982:

- a. Establishment of 4-year Pedagogical Departments of Primary Education and Schools of Early Childhood Education (article 46).
- b. First reference of students' transfers (article 49).

L.1286/1982:

- a. Determination rates for transfers.
- b. Reference to a special established order regarding admissions and transfers.
- c. Setting of the examination courses (article 4, par. 1).

Legislation (II)



Transferred students from Pedagogical Universities

A. Transferred students who enrolled without exams:

- i. No quantitative restrictions in transfers for those claiming:
 - Severe sickness,
 - Being members of large families,
 - Mothers with underage children.

- ii. At a rate of 2% for those having a brother or spouse studying at the host university or Academy.

- iii. At a rate of 4% for those claiming special reasons

Enrollment in the 1st year or in the 2nd year at the discretion of the host faculty (L.1286/1982, art. 2, par.6 & art. 4, par.4).



B. Transferred students who enrolled with exams:

Enrolled in the 2nd year at a rate of 15% in 1983-84

at a rate of 10% in 1984-85 and forth.

Compulsory examination in *three courses*:

- a. Pedagogy,
- b. Psychology,
- c. Greek language-grammar (P.D. C3/831/1982)

All the transferred students in the 2nd academic year had to be examined in courses from the 1st year not taught sufficiently at the university of origin: Greek language-grammar, Greek history, Religion etc. (P.D. C3/1214/1983)



C. Graduates from foreign Pedagogical Universities requesting degree recognition.

1986: Establishment of Equivalence & Accreditation Committee for Training Teacher personnel



Examination of candidates' applications



Determination of the Greek courses were to be examined

Candidates:

- Right to attend the defined courses,
- Examined during Academies' set examination periods,
- Achievement in all defined courses before the cessation of the Academies in 1991.

(P.D. C3/106/14-2-86; Circular C3/1556/2-12-86 , par. 4)

Legislation (III)

Transfers in the Pedagogical Academy of Florina



- Most Greek transferred students came from the former Yugoslavia (archives' references).
- The implementation of the L.1286/1982 started in 1982.
- The Academy accepted for the last time freshmen in 1986-87 due to its inevitable cessation in 1991 (P.D. 286/1986; P.D. 24/1991).
- Transfers in the 2nd year were permitted for the last time in 1987-88 (P.D. 269/1987).
- It seems that most students, transferred or not, stem from lower social background (data references).

Interpretation of the legislation



- The improvement of teachers' training intends to identify and control their cognitive level.
- Transfers' regulations meant to prevent the inequality of degrees.
- In 1982 the transfers' policy expresses a welfare policy, as the evaluation of teacher candidates is based on social criteria rather than their qualifications.
- In 1986 the educational policy makers wish to reduce the number of transfers, thus the transfer criteria are based solely on the candidates' assessment in certain courses.
- The discontinuance of Pedagogical Academies is associated indirectly with the reduction of the phenomenon of transfers.

Archives Analysis (I)

Total percentage of transferred students from abroad per category



Academic year Transferred st.		*1982-83	1983-84	1984-85	1985-86	1986-87	1987-88	Total
		Students	N	4	13	1	1	-
1 st Year (without exams)	%	21	68,4	5,3	5,3	-	-	100
Students	N	-	5	13	27	99	**158	302
2 nd Year (without exams)	%	-	1,7	4,3	8,9	32,8	52,3	100
Students	N	-	-	8	42	30	21	101
2 nd Year (with exams)	%	-	-	7,9	41,6	29,7	20,8	100

*Transferred Students from Italy

**42 students transferred from the university of Pristina

Archives Analysis (II)



Proportion among transferred students and State exams students

Academic year	*Total N of State exams students in the 1 st year	Total N of transferred students in the 1 st and 2 nd year	Transferred st. % of the total number of State exams st. in the 1 st year
***1982-83	206	4	2%
1983-84	301	18	6%
1984-85	375	22	5,9%
1985-86	378	70	18,5%
1986-87	304	129	42,4%
1987-88	**_	179	-
Total	1564	422	30%

*Domestic transfers with exams or not and athletes have been excluded.

**It is taken into account the N of admitted St in the previous year due to the cessation of P.A. as no new admissions were accepted.

***Transferred students from Italy.

Archives Analysis (IV)-Percentages per category

Transferred Students 2nd academic year (without exams) * Academic Year

			Academic Year						Total
			1982-83	1983-84	1984-85	1985-86	1986-87	1987-88	
Students 2nd academic year (without exams)	Special reasons	N	-	5	-	-	-	-	5
		%	-	1,7%	-	-	-	-	1,7%
	Severe diseases	-	-	-	-	-	-	-	-
	Members of a large family/ Mothers with underage children	N	-	-	*5+1	16	***92	152	266
		%	-	-	2,0%	5,3%	30,4 %	50,3%	88%
	Brother/spouse that studies in the same school	N	-	-	**6+1	11	7	6	30
		%	-	-	2,3%	3,6%	2,3%	2,0%	10,3%
	Total	N	-	5	13	27	99	158	302
		%	-	1,7%	4,3%	8,9%	32,8%	52,3%	100 %

*One transferred student from an Italian University. University is not specified.

**One transferred student from an American University. University is not specified.

***33 out of 92 were mothers with underage children (10,9% of total). Next year the number of this category is not specified.

Archives Analysis (VI)-Degree Recognition

Graduates from Balkan countries requesting degree recognition

			Year of registration		
			1988	1989	Total
*University of origin	Belgrade	N	101	72	173
		%	16,9%	12%	28,9%
	Sabac	N	11	12	23
		%	1,8%	2%	3,8%
	Svetozarevo	N	26	17	43
		%	4,3%	2,8%	7,1%
	Pristina	N	2	36	38
		%	0,3%	6%	6,3%
	Vranje	N	80	108	188
		%	13,4%	18,1%	31,5%
	Gnjilane	N	14	41	55
		%	2,3%	6,9%	9,2%
	Not Specified	N	7	7	14
		%	1,2%	1,2%	2,4%
Total		N	241	293	534
		%	40,2%	49%	**89,2%

*Most popular universities from which most Greek students graduated.

**It is taken account the percentage of the total number of graduates (598) from 1986 to 1989.

Discussion



- The advent of transferred students culminates in 1986-87 & 1987-88, last year of transfers and application of the law.
- Applicants for transferring took advantage of the special regulations regarding social reasons to avoid supplementary examination.
- A limited number of transferred students underwent examinations in comparison to those claiming special reasons.
- Specific Yugoslavian Pedagogical Universities in cities such as Belgrade, Priština, Vranja and Svetozarebo were chosen by most Greek students.



- All transferred students from abroad had to be examined in Greek language, history and religion. Apparently, the shape of Greek consciousness was of the utmost importance.

Conclusion

- The issue of disparate education for the Greek teachers who studied in the Balkan universities resolved with transfers.
- The legislator's intention was to upgrade teachers' education with the establishment of pedagogical departments. The transfers' policy was a transitional stage towards a homogeneous university education for teachers.
- As far as the society is concerned, it seems they took advantage of the beneficial regulations the legislation provided for them.



Thank you for your attention