Ἔχεις μοι εἰπεῖν, ὦ Σώκρατε, ἃ ῥα διδακτὸν ἢ ἄρετή; ἢ δὲ διδακτὸν ἀλλ’ ἀσκητὸν; ἢ δὲ ἰσοτε ἁσκητὸν οὔτε μαθητὸν, ἀλλὰ φύσει παραγίγνεται τοῖς ἀνθρώποις ἢ ἀλλ’ τινὶ τρόπῳ.

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The scope of the MENON 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 MENON regularly appear as special issues (thematic issues).

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ADULT EDUCATION: NECESSITY, EVALUATION AND TRENDS OF EDUCATION TEACHERS IN GREECE AND EUROPE

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Abstract

Over the past four (4) decades, adult education appears as a separate and very interesting field of scientific approach and educational practices. In the frames of the knowledge-based society we live in today, a key position is held by both, initial training and further qualification. Multiple researches highlight the importance of further training in contributing to the improvement of quality of education, professional development and skills of teachers. Since teachers are considered among the driving forces to promote whatever changes, the outlook for the training of teachers in a globalized society is important. Condition, of course, of all these is a lifelong trainee-teacher. The valuation of lifelong educational activities of teachers in Greece points out shortcomings, weaknesses and problems. The European Union’s approach regarding training emphasizes the need to change the role of the teacher, focusing on a multifarious framework of competencies, reflective practice and research and aiming at the configuration of a critically thinking teacher.

Keywords: Adult education, lifelong teachers’ education, changing roles, re-meditation, training programs, evaluation.

1. Introduction to Adult Education

Adult education is emerging as an issue on the scenery of educational policy and hence of the Science of Education about the middle of ‘70s. The first person who dealt systematically with this issue was Malcolm Knowles who is the exponent of the theory of andragogy. His views on the radically different way of adult thinking and behavior in relation to minors and the much broader and of different dimension from the point of available experiences, are contained in his book with the feature “The modern practice of adult education: Andragogy towards pedagogy” (Knowles, 1970) and were those who, having a great influence, dominated during the decades 1970-1980. As an extension of the strong need for self-determination of adults and the search for their active participation in the processes of their own concern, adult education aims at the empowerment of learners, having as main characteristic methods of experiential learning, open collaborative relationships between trainers and trainees and the discovery-heuristic path to knowledge (Knowles, 1998, Kokkos, 2005).

Several scholars of adult education criticized strongly andragogy, arguing that it is only a simple axiomatic set-system, which lacks of scientific documentation, while others sought to investigate the characteristics of adults as learners, to draw
conclusions about teaching practices, which should be used (Kokkos, 2006). Over the last fifteen (15) years, the search for one prestigious theory that highlights the fundamental difference and the specific purpose of adult learning, seems to find response in the theory of transformative learning - without neglecting the contribution of other important scholars, who made their own way on this issue, such as P. Freire, A. Rogers and P. Jarvis - with main exponents Mezirow and Brookfield, who support that the way of adult learning in relation to the minors is not only different but also more integrated and this is due to their potential capacity for critical re-mediation (Mezirow, 1991, Brookfield, 1996). Here, of course, it is introduced the consideration, whether all adults are able or willing to meet the process of reflective learning. In order to overcome such obstacles, the participation of learners in a collaborative team of mutual support and common experience of feelings, exchange of experiences and opinions-point of views and test alternatives is of critical and major importance (Brookfield, 2000, Mezirow, 2000).

From the moment the importance of adult education was recognized internationally - around the late ’90s1 - for economic and social development, social cohesion and active participation in the knowledge economy, it became clear priority (Rogers, 1998). The general starting point of the discussion was the growing demand for education by adults who had already graduated from the educational system and had already undertaken educational and social roles (full or part time).

When teaching the group of people that society labels as adults, all activities by which they learn in an organized and systemic way are included in the broad field of adult education. Training is included in adult education, since it is its subsystem, including initial and continuing vocational training, apprenticeship, training in the workplace, multidimensional training of socially rejected groups (Rogers, 1998).

2. Teacher training: Necessity or manipulation tool?

A generally used definition in adult education - as there is not a commonly accepted definition2 - is the one according to which in this process there are involved all those activities of an adult, thanks to which changes are achieved in the cognitive toolset but in values, attitudes, perceptions, and the abilities and skills as well (Papastamatis, 2009). In the field of education, it seems that any required changes pass through the changing the attitudes and beliefs of teachers (James & Pedder, 2006). Apart from the active participation of teachers in the procedures of introduction of innovations and the encouraging of re-mediation processes in their teaching practice, a further important tool for changing their educational behavior seems to be their training (Eatona & Carbon, 2008).

The term “training” qualifies all procedures and activities directly related to the conception, design and implementation of specific programs aimed at improving, upgrading, enrichment and development of academic or practical, professional and

1 In the European Union, the year 1996 is declared as the “European Year of Education and Lifelong Training” and the Committee at the same time publishes the “White Bible: Teaching and Learning towards the Society of Knowledge” which records the new perspectives.

2 This happens because all definitions are grounded on certain assumptions and value judgments, which result from different educational and philosophical aspects.
personal interests, abilities, knowledge and skills of teachers during their service time (Mavrogiorgos, 1983). This does not mean, however, that training is synonymous only with the acquisition of new knowledge. Shortcomings that exist in basic education-training, which had been established by the existing research in our country (Athanasiou et al, 1993) but in other countries as well (Newton & Brathwaite, 1987), make it identical – and at the same time necessary – with the cover of lack of knowledge of the main studies, giving to every teacher the possibility, to cope successfully with the demands of the modern school, the content of studies and his/her individual student separately (Hatzidimou & Taratori, 2003).

The social, cultural, political and educational conditions which determine the particular educational system of the day identify the function of education (Mavrogiorgos, 1999). Thus, by the early ’70s, the training is closely linked to the concept of “vocational training” (Henderson, 1978). Since it was argued that school offers knowledge, concerning the preparation of the student for facing life, the “professionalism” of this training began to weaken. Thus, the teacher, besides being a “good craftsman” had to acquire skills related to purely educational work (Athanasiou et al, 1993). In the early ’80s, the term “staff development” associated with the study of effects on the teacher at school, began to prevail the term “training” (Power, 1981). Finally, in the middle of the ’80s, new terms begin to prevail on the issue of training, those of “lifelong education” and “continuing education”, where teachers in order to cope with contemporary social and educational problems, with all the positive effects that this implies (improving quality and school effectiveness, etc.) are invited to enrich constantly, knowledge and experiences, in other words be become “long term students” (Bolam, 1986).

Training can contribute in a meaningful way, in the various changes involved in people's lives, contributing to their adaptation (of people) to new situations (Vergidis, 2003). Since the contribution is obtained there is a double benefit. On the one hand, the teacher by upgrading his skills, but also complementing his original education, becomes more capable in the management of issues at school that refer to further specialization as well as more efficient in the production of educational work. On the other hand, satisfaction of the education system needs which render it sustainable as well as the successful integration of these functional needs, are among the arising benefits. Furthermore, the merit function of education is strengthened, since through training most qualified manage to be more effective in their educational work or to occupy senior positions in the educational hierarchy (Giavarimis, 2011).

Some of the objectives of training, which must be noted that was and still is a key demand of the profession, is focusing in the updating of modern pedagogical and sociological sciences, in modern, associated with the school, pedagogical issues, such as learning difficulties, intercultural education etc. and the latter, in particular, for years in the use of new technologies and the possibilities for further knowledge and information through this use. Other (objectives) refer to the filling of gaps of teachers in their basic education and teaching practice, as well as in the encouraging and strengthening of highlighting of problems in school and, at the same time in search after solutions and their facing. Finally, training places special emphasis on promoting communication between teachers and parents and among teachers as well and above all in the opening of school in society (Mavrogiorgos, 1983, Hargreaves & Fullan, 1992,
Mantas, 2002).

The various situations which are indicated in the objectives of training are those that mark its necessity. Therefore, the need for training is shared, when - as already mentioned - i) there are deficiencies in basic education, educational changes and innovations are made in various fields (education of repatriated and foreign students, flexible zone, learning disabilities), which teachers are required to realize, without, sometimes, having sufficiently information (Nasainas & Tsiga, 2004), ii) there is a long time between graduation from the basic training school and the appointment, iii) new technologies in education are used or iv) when teachers are promoted to executive positions of education and it is imperative to respond with competence, ability and success to the demands of their new tasks (Mantas, 2002).

In recent years, the field of education receives strong influences due to the rapid developments in science and technology and the internationalization of social, economic and cultural relations. School walking towards the “knowledge society”, must meet a series of requirements regarding the content of school knowledge, the utilitarian application of educational tools and practices, assessment of produced educational work and effect, flexibility, adaptability and change in teacher and student relations, in its democratic organization and operation (Bouzakis, 2000). Along that route the teacher has to obtain the best possible professional competence, disposing the necessary scientific prestige, modern communication skills, familiarity with new pedagogical approaches and new methodological approaches, through the appropriate provision and utilization an un-interrupted, progressive and effective training action.

For some theoretical scholars, through the educational, administrative and bureaucratic control exerted on teachers, training is considered as a means of manipulation of educational practice (Mavrogiorgos, 1983, Noutsos, 1979). Such approach makes training a highly strategic mechanism in order to introduce and support changes in the educational system and ultimately, to test the teachers, whilst at the same time it weakens and reduces significantly its compensatory role, due to changes in context (Andreou & Papaconstantinou, 1994).

What is marked nowadays, but was emphasized in the past as well, is that the handling of rapidly changing social conditions and changes in knowledge in the curriculum and pedagogical- teaching approaches from the initial education and training is seen as weak and inadequate. In exchange, training and lifelong education of teachers is considered to work constructively, not only in the direction of school effectiveness but of renewal and modernization of education systems as well (Davis-Kahl & Payne, 2003), with criticism of course and re-meditation turning to the approach methodology of training programs and the interventionism of the dominant ideology (Giavrimis, 2011).

3. Professional development: The new international trend of teacher training

The ascertainment that improvement of teacher education is a top priority for the improvement of the quality and efficiency of education is something that is repeated continuously, in surveys, studies, projects and school learning improvement practices. The continuing professional development is considered, on a consistent basis, one of
the two poles\textsuperscript{3} of the thematic for the improvement of the school quality, the upgrading of the professional status of teachers and the design, configuration and implementation of educational or institutional changes (Gotovos, 1982, Hargreaves, 1994\textsuperscript{4}). In order for teachers to be able to serve the teaching objectives, it is not enough simply to be well prepared for the profession, but they also must have the ability to maintain and improve their contribution to this, through and from their own long-term learning.

Therefore the key factor in the quality of educational work, the professional development of teachers, is a process of continuous transformation of their practice, through their experience and participation in both formal and informal forms of training. The international experience of application of the theory of transformative learning in teacher training institutions, have much to teach the Greek education in this direction. Characteristic are the examples that Mezirow himself cites from teacher training, which develop critical re-mediation upon the scientific and ideological assumptions, according to which criteria and evaluation procedures are formed (Mezirow, 2000). The strengthening of the relationship of teachers with the knowledge, the human-pedagogical dimensions and their linking with social environments are the points at which the professional development aims. The role of the state, here, is crucial (Doukas et al, 2008).

Professional development is directly and interactively connected to a lifelong teacher training, and the need for continuous education is enhanced and enforced by the successive changes in the environments of learning communities. Through these changes, new requirements are arising regarding the qualifications and more generally the role of the teacher. The characteristics of the teacher as derived from modern learning needs and approaches is the pursuit of active participation of the pupil in the process of learning and the culturing of methodological skills for an independent-self-directed learning, with main aim to enable the students to meet the environments of constant change and diversity. In order for the teacher to meet his new role, it is necessary for him to be treated now as a lifelong learner-professional who meditates, who enters the profession with that basic knowledge and then builds new knowledge and experience, based on the pre-existing, in other words what is set as a key priority, is none other than the improvement of his/her training (Lieberman, 1994).

Well due to the nowadays demanding conducting conditions of teaching and the new dimensions of the professional role of teachers, the concept of “professional development” seems to be the one which dominates the approaches to training. As a process, however, professional development is considered quite complicated, which can not be exhausted at the base of the completion of undergraduate studies or, again, to be designed in a short frame, to serve exclusively the purposes of a teaching program. Thus the scheme “initial education, accession to the profession and training” is now considered ineffective, without meeting the modern educational requirements and expresses completely the dimension of professional development.

Although professional development of teachers was related in earlier reports to the acquiring of knowledge and enhancing of skills in teaching (Hoyle, 1980), the current vision is enlarged, including both natural learning experiences and the conscious and

\textsuperscript{3} The second one is training.
planned activities, which are for the direct or indirect benefit of the individual, group or school and contribute to the improvement of the quality of education in the classroom (Day, 2003). In such a procedural framework, teachers, individually or in cooperation with others, review, redefine their teaching objectives and extend their commitment over such change agents, a fact which helps them, besides providing for search and re-mediation, to acquire and critically develop their knowledge, skills and emotional intelligence. Thus they respond in a way of professional thinking which assists and facilitates their interaction with pupils and their colleagues in all stages of their career.

The professional development of the teacher is a continuous and multi-layered process that involves not only formal interventions at the level of institutional procedures and training activities (participation in organized seminars, workshops etc.) offered by the administration (Hargreaves, 1994b) but also individual-personal learning experiences and informal development opportunities at school (reading of professional magazine articles or books, participation in business cooperation networks etc.) (Lieberman, 1996, Ganser, 2000). These (informal mainly processes) enable most of the teachers to learn to survive any educational situation, to become effective and to develop the possibilities offered to them to explore, experiment in classroom in a creative way, to have access to specialized knowledge and act in a context of mutual support and cooperation with their colleagues (Hargreaves, 1995).

The teacher, in the process of professional development, is characterized as participant of active learning, and is involved in specific teaching activities and observation operations and critical reviews as well. Therefore, the process of professional development of teachers produces more effective results when it is school-based and linked to specific daily activities of teachers and pupils (Ganser, 2000). Moreover, it is an open collaborative process, since, as mentioned above, the re-meditation of teachers is not only on an individual basis, but mainly and most effectively in interaction with others teachers. It can, of course and must include (re-meditation) other persons as well, such as education officials, parents and the wider educational community (Clement & Vanderberghe, 2000).

Many researchers, with regard to professional development, point out the need for transfer of increased competencies to teachers and, more generally, to expand their role. However, the vast majority of researchers notes that in order to materialize the vision of the “professional teacher” it is necessary to have new structures and institutional arrangements (Papanaoum, 2003, Darling-Hammond, 1996). However the novel structures and arrangements should be free from the arising dilemma, many times as bisector between the needs of the individual and the system in order to apply an overall assessment of the professional development of teachers. And this because the polarizing separation between the identified training needs of teachers and education policy priorities raises barriers between the theoretical and practical level, sets the margin of the social context in which training occurs and, mainly, it obscures the debate on what kind of teacher we are looking for today (Res, 2005, Papanaoum, 2003). The professionalism of teachers needs a holistic view which promotes-allows the consideration of basic education, training, school and the education system, based on new - every time - social conditions and needs (Xochellis, 2005, Mavrogiorgos, 1999).
4. Training in Greece

The institution of training in Greece appears for the first time with the decree of March 16, 1881 (16/3/1881), which removes the monitorial method, introduces common-teaching and sets, urgently, the problem of training teachers in the new method (Andreou, 1982). In the Modern Greek education system, the development of teachers' training, depending on the goals and organization, can be divided into three (3) periods (Doukas et al, 2008):

a) Training from 1977 to 1992

At this time, the responsibility for training - organization and provision – is entrusted to S.E.L.M.E. (Training Schools of teachers of Secondary Education) and S.E.L.D.E. (Training Schools of teachers of Primary Education). The duration of the training programs are one-year, allowing the participation of a small number of teachers. The institutional framework of the training programs of specific training schools which have operated in the bureaucratic-school way, in regard to the administration, the forms of work and project evaluation system of teachers was formed and operated without the required research of occupational needs of Greek teachers, ignoring them absolutely (Xochellis, 2005, Grollios, 1998).

The most serious change in teacher training is introduced with Law no. 1566/1985 (Government Gazette, f.167/09.30.1985, vol. I) defining the objectives, forms, organization and implementing bodies. Three (3) forms of training are proposed, namely:

I. Introductory training for newly appointed teachers, before taking up their duties.
II. Annual training for those who have completed five (5) year service and
III. Periodic expeditious trainings during the school year, on educational innovations.

The same law established the P.E.K. (Periodic Education Centers), a first attempt of decentralization of teachers' training (Mavroeidis & Typas, 2001). But seven (7) years passed since the operation of the PEK 4, which, in 1992, with the new Law no. 2009, as the main training bodies, are set directly under the control of the Minister of Education. The new Law no. 2009/1992 reinforces the role of the Pedagogical Institute (P.I.) in exercising education policy as a national institution, which develops, coordinates and monitors the implementation of teacher training.

b) The period 1992-1995

It is marked as a transition period, from the long term training courses controlled by the political powers to the short, free choice ones, proposed by the P.I., while the responsibility for implementing them is entrusted to the local P.E.K. Of course, the number of trainees increased, however direct control by the political power is maintained (Grollios, 1998). Despite the fact that P.E.K. programs were directly dependent on the central government and faced intense bureaucracy, they instituted self-reliant and flexible training mechanisms. However further investigation proves that the training needs of teachers continues to be absent (Vergidis, 1995).

Several researchers, evaluating the effectiveness of the existing training schemes,

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4 Meanwhile SELME and SELDE continue their operation until 1989.
consider it as non-existent, and, very often, standards of other countries with different educational culture were adopted, and the role of teachers as autonomous and responsible professionals, deteriorated significantly and schoolwork merely satisfies predetermined performance targets, without having the possibility of conformation or change of the framework for the creation of educational practices (Hatzipanagiotou, 2001, Iphanti, 2004).

c) Training from 1995 to nowadays

The second phase of P.E.K. starts from the academic year 1995-1996, developing short training seminars, which teachers choose freely and attend at their free time and for which they are paid. On the other hand, political involvement is reduced (Grollios, 1998), as well as the design of the content of training programs undertaken by a team of trainers, proposed by the P.E.K. to the teachers and they make the choice.

During the period from 1996 and onwards, the implementation of the training programs starts through EPEAEK of the European Community Support Framework, addressed to newcomers and older teachers and executives of education, aiming to their academic and professional upgrading (Mavroeidis & Typas, 2001). For the first time, an attempt is made to map the training needs of teachers and study of the institutional training frameworks (Goliaris, 1998).

Nowadays, teacher training, depending on the nature, is divided into mandatory and optional (Doukas et al, 2008). Mandatory training forms are:

- The introductory training of teachers of both levels, who are candidate for appointment and lasts up to four (4) months.
- The periodic training for permanent teachers, which is held each academic year in two (2) courses.
- Specific training programs for all active teachers, which is of short duration (from 10 to about 200 hours, depending on the type of education, general or special).
- Administrative and consultative training for the teaching staff (Law no. 3848/2010).

Also there are implemented special training seminars, mainly on a voluntary basis, having as objects Environmental Education, Health Education, Traffic Education, Special Education, Gender Equality, School Vocational Guidance etc. targeting at the satisfaction of the identified training needs.

A number of associations exists behind the realization of all these programs, such as P.E.K., Universities, Technological Education Institutions (T.E.I.), School Advisors, School Units, Hellenic Open University (H.O.U.), Foundation of Youth and Lifelong Learning (F.Y.L.L.), scientific associations of teachers, scientific trade union centers etc.

Weaknesses, shortcomings and problems are identified in the evaluation of the existing training activities in Greece (Doukas et al, 2008). Although since the middle of ‘90s, many new and flexible forms of training prevailed, of large or small scale, the educational professional development programs for teachers are weak to contribute in a meaningful and effective change, which is compatible with both the new requirements and challenges of our time and the efforts to improve education. While teachers speak positively for the need of training, on the other there are recorded problem areas, such as centralized operation, the school-centered character, the
distance between the real needs of teachers and of applied programs, problems in the training material and training of trainers, etc., questioning in this way, the quality of training (Pedagogical Institute, Department of Education-Assessment, 2005, Papanaoum, 2003).

5. Trends in teacher education in the European Union

Before even the European Community was engaged with the establishment of an institutional basis of education in the Treaty of Maastricht, the training of human resources of education was an issue which troubled the Union. One of the most important texts through which the interest of the Community is demonstrated, is the “Conclusions of the Council and the of Ministers for the in-service teacher training” of May 14, 1987, where special attention is given to the training of servicemen teachers, according to the social, technological, economic and demographic changes observed (Markopoulos, 1990). This text considers necessary to encourage the training of teachers and therefore encourages its member countries (Council of the European Communities, General Secretariat, 1987) to:

- Clarify the purpose of in-service training.
- Create a flexible, comprehensive and diverse offer of in-service training offer for teachers.
- Connect the in-service training programs with plans to professional development.
- Create the resources available for in-service training.
- Promote continuity between initial teacher education and in-service training.

The approach of the European Union on training, today, focuses on the need to change the role of the teacher who, in order to meet the modern needs of the information society and knowledge, social cohesion and active citizenship, is called to pay special attention in (European Union-Council, 2007):

- Promoting new forms and learning products.
- Re-designing-reforming teaching and learning process in the classroom.
- Working “outside the classroom”: at school or training center and other social partners-bodies.
- Integrating of New Technologies in formal learning situations and throughout their professional practice.
- Operating, as a professional scientist.

The preceding is part of a perspective of the teaching profession, the basic principles of which are recorded in a text, released by the European Union in 2005, entitled “Common European Principles for the Qualifications and Competencies of Teachers”. These principles (four) characterize the teaching profession in Europe, as a profession of:

- High competencies, requiring extensive knowledge of the subject but of the broader cultural and social context as well.
- Lifelong learning requires continuing professional development throughout his career, to be able to integrate innovation in his tasks.
- Which is marked by mobility, both in initial and continuous training.
Based on the collaboration of educational services, educational institutions, training providers, local authorities and relevant interest groups.

Then, teachers, in order to respond to the new demands of their profession should have the ability to:

- Work together with others - to cooperate.
- Work with (according to) knowledge, technology and information.
- Work together with society and within it, contributing in particular to the safeguarding of the quality of their work.

In the announcement of the European Commission to the Council and the European Parliament (2007), with subject “Improving the Quality of Teacher Education”, it is expressed the important position of the European Union on the issue of teacher training staff, stating that: “the motivation, skills and competences of teachers, trainers, other teaching staff and of the guidance and welfare services, and the quality of school leadership, are key factors in achieving high quality learning outcomes ... The efforts of teaching staff should be supported by continuous professional development and by good cooperation with parents, welfare services for pupils and the wider community” (European Commission, 2007).

The Commission presents in the same text a model of in-service training and professional development that covers the entire career of teachers, through which it is proposed (ibid):

- Participation in introductory training programs during the first three (3) years of occupation.
- Access to structured guidance and mentoring by experienced, responsible professionals throughout the course of their professional career.
- Participation in annual discussions about their needs on training and development, as part of a wider program of service or the institution where they work.

The Commission also supports a framework of autonomous lifelong learning for teachers, according to which these teachers need to evaluate constantly their own training needs on the one hand and on the other, the relevant national and European institutions need to provide incentives, resources and the necessary support systems, required for continuing professional development.

How much importance is attributed by the European Union to the training of teachers, was recently expressed by joining the “professional development of teachers and trainers” in the system of indicators to measure progress towards the objectives of the program “Education and Training 2010”. In the Progress Report, in 2007, “professional development of teachers” is defined-characterized as a monitoring indicator of the “modernization of school education” (Teacher Training Agency, 2007).

6. Concluding remarks and questions

The emphasis given by the training of teachers in the role of the teaching profession, as a propelling force in the emerging communities of learning is evident. In any case, the continuing education of teachers must be a key goal whose achievement, however, should not be made difficult by a framework of centralized education control, where specificities and individual needs of servicemen teachers are ignored. In this
Perspective, one of the critical issues that are in the center of interest in the training of teachers and identified to be investigated is to support the professional development of teachers and, in particular, strengthen opportunities-motivation of the profession. This includes the continuous improvement of skills and qualifications of teachers, and the extension of their role as designers, makers and promoters of learning (Doukas et al, 2008).

In order to make progress on this issue, it is necessary and imperative to weight development needs of teachers at regular intervals and in parallel to promote research concerning the role of the teacher as an agent of change and the relationship of that role, with the objectives of applied educational policies. Such an approach becomes more important when, often, the role of teachers as change actors, is contested and shrinks to a mere recipient and executor of orders and instructions (Xochellis, 2005). Indeed, enhancing the voice of teachers in subjects that concern may have a beneficial effect in the direction of a self-determined professional development, escaping from the framework of institutions of only identified needs, leading professionalism in cramped perceptions and stagnation.

Important also issues that need further investigation are, the ongoing teacher training to changing contents of subjects, the effect of New Technologies, new ways of learning and methods, effects that have socio-cultural environments, diversity and multiformity of the student population etc. Moreover, issues related to redesign and evaluation of training needs, quality criteria and support mechanisms and the transfer of responsibilities to schools, are considered of remarkable and in depth discussion and objective investigation.

Given that the quality of education and the effectiveness are linked organically with the quality of teachers who serve it, a new framework for the exercise of educational work can lead educators to intervene as transformers and the training programs to make their professional development a necessary, ongoing, exploratory and collaborative activity.

References


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