

Project management in Education- the case of Greece:

Project implementation in Second Chance Schools

Karageorgou Elissavet, PhD Candidate, and Koutroumpa Konstantina, Associate Professor

Harokopion University

70 Eleftheriou Venizelou Str, 17671, Kallithea, Athens, Greece

Abstract— The current article describes project implementation in Second Chance Schools [SCSs] of Greece, as good practice of project management in Greek adult educational system. It presents SCSs structure, explains why this technique is appropriate due to the specificities these schools have and due to the innovative methods that are used. It also describes the flow of basic processes and sets out the institutional framework (formative assessment, existence of portfolio etc) under which project management is compulsory. In addition, it gives examples of project implemented in various SCSs all over Greece and finally, it sets the conditions required so that project is correctly applied, aiming at effective learning of adult learners.

Key words: project management, education, Second Chance Schools, Greece

I. INTRODUCTION

It is surely undeniable that the current era is characterized by rapid increasing demands in professional, social and personal life. Lifelong learning is a response to changing conditions of life, new needs of each individual. Second Chance Schools (SCSs) are a modern approach to lifelong learning. In Greece there are 57 SCSs and 60 annexes, covering the entire country, including SCSs in 6 prisons [1].

SCSs use modern and alternative teaching methods in experiential and discovery learning such as teaching group cooperation (group work) and action plans (projects), promoting-among other things-the inclusiveness and collaboration among learners and educators, and a series of techniques, such as role play, case study, etc. [2]. At the same time, these Schools adopt a series of activities carried out either at school or outside of the classroom walls or even the school, such as participation in group workshops for various activities, educational visits to places of cultural reference or extract general knowledge, etc. Through project method, these

alternatives/complementary teaching methods become in a SCS the main teaching methods [3].

The project method in Second Chance Schools is being continuously used due to the fact that the basic principle of the philosophy of these schools is to transfer the weight to both trainees and trainers from teaching to learning and discovery. Based on this pedagogical principle, project method is an efficient method, capable to serve the purposes of the SCSs [4] which move around the axes "learners learn how to learn" and "guide them to exploit acquired knowledge and experience" [5].

II. THE PROJECT IN SBS

The term 'work plan (project)' indicates the development of projects of any kind and in various fields, theoretical, practical, scientific, technical, with duration ranging from a few hours to a few years. In teaching practice, project is a way of team teaching in which all members of a group or class participate [6]. The design of the course is a responsibility of the team and aims to complete a project and/or give a solution to a problem. Therefore project should be completed with the creation of a final project/product. The basic principle of the philosophy of a SCS is to transfer the weight from teaching to learning and discovery by both learners and the teachers. According to this teaching technique, the project is an effective method that could serve the purpose of SCSs. It's very convenient for adults, since it presupposes an initiative on behalf of learners, involves discovery learning, group work, individualized instruction, extension of work beyond one class period, a final presentation, the changing role instructor of master instructor in moderator and facilitator of the process. This method favors the production of original material, promotes research in the field (in the case of SCS field is the local community) or in libraries and on the internet, minimizing the distance between life and school [5], as project is based on two very important principles:

this of social correlation and interaction and that of interdisciplinarity [7].

The interdisciplinary action plans fit perfectly into the curriculum. Each SCS has the ability to move flexibly and be okay with the most convenient way cross cutting action plans clock schedule. According to the Ministerial Decision 34/16.1.08 concerning the organization and operation of the SCSs, the curriculum is developed in 25 teaching hours a week. Twenty- eight hours are spent in teaching subjects and one hour in counseling. Four hours remaining, some SCSs devote them to various activities and remedial/additional teaching support to learners who request or considers teachers' association that is necessary, applying interdisciplinary action plans to day rolling , while others utilize the SBS integrating therein, steady day, cross cutting action plans [8].

The assessment of learners due to not only the innovative nature of the program but also to the adulthood, focuses on equity participation which is defined by law and also focuses on necessary alternative assessment methods one of which is the participation in the project [1].

The interim assignments, reports and project science, dramatic reconstructions, the events can be considered examples of long-term project. Usually require extensive investigation, bibliographic work and performed within groups. According to the wording of [9], « in this context, students seek solutions to non- trivial, placing and improving questions, arguing and debating ideas, making predictions, designing action plans or experiments, collecting and analyzing data, extracting conclusions, communicating their ideas and results in the third putting new questions and creating artifacts. " This technique requires a detailed specification and evaluation criteria with the features you need to highlight or show one job. Often the long-term effectiveness of these operations is enhanced through the use of calendars and keeping records of material [10].

During the project, abolished classrooms 'A grade and B grade ' and cease to exist distinct literacy (arithmetic, language, social computing, aesthetic, scientific, environmental and English, taking into account the consultant psychologist and the career counselor), but the students are divided depending on what project they belong [5]. The course is clearly set in a learner-centered axis and step by step are set educational objectives [11]. It can be applied in the context of a course / literacy, with cooperation of two or more disciplines, or collaboration with all disciplines, mathematics and computing language to have the primary role [8].

The duration of a project working in Second Chance Schools can be 2-3 credit hours to one academic year. Thus, there is little work plans or projects, medium and large interdisciplinary.

The small and medium project is intra-day, lasting 2-8 hours teaching and conducted in collaboration with teachers teaching two or more objects. In these trainees involved a section. Examples:

- “Rroad accidents” in Piraeus’ SCS, A class where cooperated social, IT and numeracy,

- “Paper recycling” ‘in Kastorias’ SCS, B class, with cooperation of environmental, aesthetic and English literacy,

Large interdisciplinary action plans have duration 4 to 7 months. Usually there are made up to 4 of each school year. Indicative projects are the following:

- “Historic family photos”, implemented by Lamias’ SCS
- “Stereotypes and prejudices against Roma and returnees points”, from Xanthis’ SCS
- “The universe”, from Ierapetras’ SCS
- “History of the railroad”, rom Menidis’ SCS
- “Greek naval tradition”, from Rhodes’ SCS
- “Consumer loans ”, from Patras’ SCS
- “Photo Exhibition '(a file) from the Orestiadās’ SCS
- “Privileged service volunteering," from Karditsas; SCS
- “Letter to the Mayor," (recording and editing problems municipality) of Halkidas’ SCS

III. STAGES OF IMPLEMENTATION OF ACTION PLANS IN THE SBS AND STEPS FOLLOWED

According to [12], the fundamental steps of a project are selection, final configuration of matter and its implementation. The steps followed and the path planning and completing a project described in the same way by almost all of the literature [13],[14].

The first stage is that of reflection and planning (planning), which contains two substeps: the first substep includes reflection, brainstorming, finding and election issue and determine the general and specific objectives. The second substep include forming groups that define members, moderators, global moderators .

The second stage is that of execution (Preparation) or the conduct of activities and involves two sub-steps. The first substep is that of sourcing, material collection and preparation toolkit. The search terms research library, internet research, field research, interviews with residents, employees, experts, writing letters, preparing for completing the questionnaire, even experimentation. It is the stage of the school trip out, adequate opportunity for communication of adult learners with the local community [15]. The second substep is the collection and processing of material from each group. Here is the recording, composition, distribution, collection and processing of all research material.

The third stage is that of presentation (presentation) of work by students, in which form the final study. The presentation of their work is particularly important, since the final draft gives moral satisfaction to students and made a variety of ways, depending on the nature of work (oral, written, presentation with various teaching aids, theatrical performances, exhibitions, etc.).

The fourth stage is that of evaluation (assessment), evaluating the whole effort.

Essential process during all stages of the process and substeps are parallel realization breaks and feedback. During the breaks, discussing issues such as even the good non-cooperation among group members, issues smoothed interpersonal relationships and feedback made the whole process in order to enable all stakeholders. The feedback to the team gives the message to the members of that effort is to understand their views, their feelings but they themselves [16].

IV. CONDITIONS FOR PROPER IMPLEMENTATION OF PROJECTS IN SCS

To better implement the above steps of the project is good the teacher knows that [13], [14] the importance of cooperation between school and non-formal institutions through the mainly oral communication. The investigation of [1] argues that "...the founding of the first SCS, the coordinators dedicated many sessions suggesting alternative instructional techniques including the projects. The instructors were not very familiar with such educational techniques and expresses reservations about whether they could support them. Later, however, the very notion of trainers on the development of these innovative methods gave very large incentive for collaborative processing methods. Additionally when the project and the other methods again in the room, often organized regenerative processes and their results discussed for process improvement, new experience - then - on teaching method ...".

The trainer is necessary to find opportunities for teaching to implement projects, and even two-hour, which can offer much more than several hours conventional teaching. You must check each stage of the process to determine whether compliance with all requirements planned for the successful completion of each phase. If there are deviations from the original target, then a redefinition of the target and action.

In the implementation of work plans the teacher involved taking a complex role. Coordinate every step of the trainees during their individual work and their overall work within teams. It is obvious that we need to encourage and animate the efforts of all learners, and those the course is good, but those who have difficulty or are marginalized by a lack of knowledge, skill or courage. The instructor is necessary to promote a variety of ways to be self-motivated and cooperation, provide incentives and opportunities for initiatives that each learner to become a proficient, productive and effective to create and maintain democratic and participative climate [1].

All this means that the a teacher acts as a moderator, as a partner, as synerefnitis providing all possible assistance without prejudging the decisions and actions of learners [8]. In the process of implementation of the work plan, it is possible to use other educational techniques, tools and resources that may be considered necessary and useful.

Critical success factor of the method is the active participation of students in each step of the process. It is preferable that a project be delayed or not completed despite ever for teachers to undertake what should students do.

V. DISCUSSION.

To gain a successfully applied work in groups, a teacher is required to have no tendency to anticipate and coordinate everything, should have no impatience to move faster, needs to trust the capabilities of learners and allow them to take initiatives, and additionally must have the skills to meet the requirements for the effective functioning of groups [18].

VI. PROPOSALS

The General Secretariat for Lifelong Learning through IDEKE, has designed a special program for trainers who work in SCSs and offers training in discovery learning, evaluation techniques and alternative educational techniques. All instructors may attend continuous training program to update the cognitive backgrounds and skills against the traditional methods of teaching. The trainer must be professional. In Greece, the professionalism of adult educators is still at its beginning. The continuous combination with teaching, alternative teaching methods, knowledge of the subject and motivation are important factors for the development of professional competencies of adult educators [19].

REFERENCES

- [1] Karageorgou, E., (2011), *Η εφαρμογή του PROJECT ως διδακτικής μεθόδου και ως μέσου αξιολόγησης των γνωστικών και ψυχοκοινωνικών στόχων της στα Σχολεία Δεύτερης Ευκαιρίας της Ελλάδας από τη σκοπιά των εκπαιδευομένων*, Athens: Harokorpeio University (διπλωματική εργασία).
- [2] Gravani, M. & Jimoyiannis, A., (2008), *Adult educators' and learners' perceptions and experiences of digital literacy: the case of the second chance schools in Greece*, ECER conference.
- [3] Koutroumpa, K., (2006), *Η επιμόρφωση ως παράγοντας ενίσχυσης της παιδαγωγικής κατάρτισης και της διδακτικής αποτελεσματικότητας των εκπαιδευτικών στα Σχολεία Δεύτερης Ευκαιρίας*, Πρακτικά Πανελληνίου Επιστημονικού Συνεδρίου με Διεθνή Συμμετοχή «Διά Βίου Μάθηση για την Ανάπτυξη, την Απασχόληση και την Κοινωνική Συνοχή», Athens: ΓΓΔΒΜ
- [4] Theodoropoulou, K., (2008), *Οι λέξεις μου – ο κόσμος μας: Δραστηριότητα με αφορμή τη θεωρία του Freire και προτάσεις για τη συνέχεια στο Σχολείο Δεύτερης Ευκαιρίας στο: «διά βίου, επιστημονική επιθεώρηση για τη διά βίου μάθηση»*, Athens: ΥΠΕΠΘ-ΓΓΔΒΜ
- [5] Zourides, X., Panagou, E., Tzoumaka, E., Xatzitheoharous, P. & Psaroudakis, N., (2007), *Ελεύθερα εργαστήρια και διαθεματικά σχέδια εργασίας (projects) στα Σχολεία Δεύτερης Ευκαιρίας*. Πρακτικά Απολογιστικού Συνεδρίου Σχολείων Δεύτερης Ευκαιρίας Β' φάσης, Athens: ΥΠΕΠΘ – ΓΓΕΕ – ΙΔΕΚΕ
- [6] Chrysafides, K., (2002), *Βιωματική – Επικοινωνιακή διδασκαλία. Η εισαγωγή της Μεθόδου project στο σχολείο*, Athens: Gutenberg
- [7] Hontolidou, E., (2003), *Η έννοια του γραμματισμού στα ΣΔΕ, Προδιαγραφές Σπουδών για τα Σχολεία Δεύτερης Ευκαιρίας*, Athens: ΥΠΕΠΘ-ΓΓΕΕ-ΙΔΕΚΕ-ΕΥΔ ΕΠΕΑΕΚ
- [8] Karageorgou, E., (2011), *Σκοποί και στόχοι των Μαθηματικών στο Γυμνάσιο (τυπική εκπαίδευση) & στο Σχολείο Δεύτερης Ευκαιρίας (εκπαίδευση ενηλίκων)*, Πρακτικά 28^{ου} Πανελληνίου Συνεδρίου Μαθηματικής Παιδείας με Διεθνή Συμμετοχή «Μαθηματική Μοντελοποίηση: Εφαρμογές στις Επιστήμες, την Τεχνολογία και την Εκπαίδευση», Athens: ΕΜΕ-ΕΚΠΑ
- [9] Blumenfeld, K., (1991), *Managing the Product Life Cycle*, Management Review 80
- [10] Lemonides, X., (2002), *Αριθμητισμός ή Μαθηματικός Γραμματισμός, Κείμενο προδιαγραφών για τα Σχολεία Δεύτερης Ευκαιρίας*, Athens: ΙΔΕΚΕ

- [11] Matsangkouras, H., (2003), *Η διαθεματικότητα στη σχολική γνώση. Εννοιολογική αναπλαισίωση και σχέδια εργασίας*, Athens: Μεταίχμιο
- [12] Georgopoulos A. & Tsaliki, E., (2003), *Περιβαλλοντική εκπαίδευση*, Αθήνα: Gutenberg
- [13] Brinia, B., (2005), *Η Διεξαγωγή του μαθήματος «Αρχές Οργάνωσης και Διοίκησης Επιχειρήσεων» με τη μέθοδο Project στο Εννιάο Λύκειο*, Εκπαιδευτικά, 77-78, 210-7
- [14] Elegtheriades, A., (1998), *Παιδαγωγικά Θέματα – Διδακτική Μεθοδολογία*, Athens: Σύγχρονη πέννα
- [15] Chen, L., Kim, S. & Merriam, S., (2008), *A review and Critique of the Portrayal of older adult learners in adult education, 1980-2006*, Adult Education Quarterly, 59 (1) 3-21
- [16] Dedouli, M. & Marmarinos, I., (2001), *Συνεχιζόμενη εκπαίδευση: Μια προσωποκεντρική – βιοματική παρέμβαση σε πρόγραμμα επιμόρφωσης εκπαιδευτικών*, στα πρακτικά Θ' διεθνούς παιδαγωγικού συνεδρίου «Συνεχιζόμενη εκπαίδευση και δια βίου μάθηση: Διεθνής εμπειρία και ελληνική προοπτική», Athens: Ατραπός
- [17] Katsarou, E. & Tsafos, V., (2008), *Collaborative school innovation project as a pivot for teachers' professional development: the case of Acharnes' Second Chance School in Greec.*, Teachers' Development, 12 (2),125-138.
- [18] Kokkos, A. & Lionarakis, A., (1998), *Ανοικτή και εξ αποστάσεως εκπαίδευση. Σχέσεις διδασκόντων – διδασκομένων*, τόμος Β, Patrai: Hellenik Open University
- [19] Koutrouba, K., Theodosopoulou, M. & Tsamadias, C., (2010), *Training Adults' Trainers in Greece: "Efforts for Innovation"*, The International Journal of Interdisciplinary Social Sciences, 4(11), 156-158.