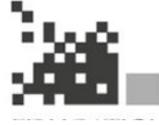


Antonio Cortijo
Rosabel Martínez Roig (eds.)

**Approaches in Educational
Research as a Basis for
Interdisciplinary Knowledge /**
*Aspectos de Investigación Educativa
como base del conocimiento
interdisciplinar*

Octaedro  **Editorial**
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*Approaches in Educational Research as a Basis for Interdisciplinary Knowledge /
Aspectos de Investigación Educativa como base del conocimiento interdisciplinar*

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En este libro se recogen únicamente las aportaciones que han superado un riguroso proceso de selección y evaluación (double blind peer review process) según los siguientes criterios de evaluación: calidad del texto enviado, novedad y pertinencia del tema, originalidad de la propuesta, fundamentación bibliográfica y rigor científico.

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Index / Índice

Foreword / Prólogo

*Nine Contributions of Educational Research to Interdisciplinary Knowledge /
Nueve aportaciones de investigación educativa al conocimiento interdisciplinar*

Antonio Cortijo & Rosabel Martínez Roig.....	5
1. <i>Human Resource Management in Greek Secondary Education</i> Marinos Bouchtsis	9
2. <i>Financing of Businesses from State to Enhance them with Human Resources</i> Arseni Charis	19
3. <i>Informatics in Special Education</i> Chatziioannou Charalampos.....	33
4. <i>Needs Analysis in Practice: EFL (English as a Foreign Language) Needs Analysis in the Context of Adult Education in a Second Chance School</i> Andra Dana Cozma.....	47
5. <i>Human Resource Management with Intercultural Characteristics in the Health Sector</i> Diamantina Giatra.....	59
6. <i>Spirituality of children with disabilities and deafness</i> Christos Iliadis.....	71
7. <i>Teachers' adaptation to the new reality: Use distance learning tools</i> Christos Lalos	85
8. <i>The Ancient Greek Language through the crisis of classical humanities</i> Dimitrios Papaemmanouil	95
9. <i>Evaluation of Teachers in Law 4823/2021, as a Possible Source of Conflicts in the Greek Public Schools: The Effective Role of the School Principals</i> Argyro Rentzi	107

Foreword / Prólogo

Nine Contributions of Educational Research to Interdisciplinary Knowledge

Nueve aportaciones de investigación educativa al conocimiento interdisciplinar

Antonio Cortijo

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Rosabel Martínez Roig

(Universidad de Alicante)

Education is one of the fundamental values of society. It is one of the most important assets any society can produce and offer to its citizens. Education –public, of great quality and universal access– is crucial in itself and for what it offers. It generates knowledge and allows those who receive it to generate more in turn.

Knowledge does not involve just data or cumulative information. It is not just building muscle with *data* or even *big data*. Without having any disregard for those things, knowledge is about contextualizing information, rationally understanding and structuring it for specific goals, and placing it within a value structure that contributes to the broad and deep comprehension of those data. These data together with facts and sensations, acquire virtuality (from Latin *virtus*, ‘valor’, from which the word ‘virtue’ derives) provided we turn them into something significant, placing them within their context, within their framework of tradition and innovation, embodied in the value structure that allows the improvement of society. This “virtuality”, ‘virtue’ is based on the contribution as fertile as possible of as many disciplines as possible. This contribution should be both specific and general to offer a general perspective that is well-based and significant. That is, knowledge is construed in an interdisciplinary fashion.

For all the above reasons, we are honored to prologue this current volume, whose goal is to be an example of the virtuality (*virtus*) of interdisciplinary knowledge based on educational research and innovation.

Accordingly, we offer here a broad perspective with these plural and fertile contributions geared towards the management of human resources, either to improve their functioning in secondary education in Greece (**Bouchtsis**), or within the context of health improvement with an intercultural perspective (**Giatra**), or once again with the goal of improving the link between state economy and society (**Charis**). Ultimately, the intercultural approach is crucial for the improvement of several aspects of specific didactics with an interdisciplinary vocation: regarding Information and Communication technolo-

gies that must respond to the challenges posed by Distance Learning (**Lalos**) and Special Education (**Chatsiioannou**); regarding the enhancement of foreign language teaching to provide citizens with the best expressive and communicative resources, either in the case of English for Adult Education (**Cozma**), or Classical Greek in contemporary Greek society (**Papaemmanouil**); regarding the attention paid to spirituality applied to students with disabilities or illness (**Iliadis**); and with regard to the always-necessary evaluation of the quality of the educational process (**Rentzi**).

In sum, we offer nine contributions that after a rigorous double-blind peer review process provide the reader with examples of the quality of educational research as a basis for interdisciplinary knowledge.



La Educación es uno de los valores fundamentales de la sociedad. Es uno de los mayores y más importantes valores de valor añadido que cualquier sociedad puede crear y conferir a su ciudadanía. La Educación, universal, pública, de calidad, de acceso universal, es crucial en sí misma y por lo que confiere. Genera conocimiento, y al mismo tiempo permite que quien la recibe, a su vez, lo genere.

El conocimiento no se trata tan solo de datos, no solo consiste a acumular información. No se trata solo de la acumulación de una corpulenta musculatura de *data* o incluso de *big data*. Se trata, sobre todo y sin menoscabo de todo ello, de la contextualización de la información, de su racional comprensión y estructuración para fines y finalidades específicas y, al mismo tiempo, su situación en una estructura de valores que contribuyan a la comprensión amplia y profunda de los datos. Estos, junto con los hechos, las sensaciones y sentires cobran su plena “virtualidad” (del latín *virtus*, ‘valor’, de donde proviene ‘virtud’) si se les hace devenir significativos, en su contexto, en su complejo de tradición e innovación, e incardinados en la estructura de valores que permitan la mejora de la sociedad. Esta “virtualidad”, ‘virtud’ se fundamenta en un aporte tan caudaloso como sea posible proveniente de tantas disciplinas como, a su vez, sea posible. Tan específico como generalista para poder ofrecer perspectiva de conjunto fundamentada y significativa. El conocimiento se construye de modo interdisciplinar.

Por todo ello nos honra muy mucho prologar el presente volumen. Aspira el mismo a poder ser una muestra de la virtualidad (*virtus*) del conocimiento interdisciplinar basado en la investigación y la innovación educativas.

La perspectiva que ofrecemos en este volumen es, por lo tanto, amplia, pues los aportes plurales de caudales fértiles desde el ámbito de los recursos humanos, bien para mejorar la gestión de la Educación Secundaria en Grecia (**Bouchtsis**), bien del ámbito de la salud con visión intercultural (**Giatra**), bien para mejorar la vinculación entre la economía de Estado y la sociedad (**Charis**). En definitiva, el enfoque intercultural es fundamental para mejorar además los elementos de didácticas específicas, con vocación interdisciplinar: desde las Tecnologías de la Información i la Comunicación para responder a los retos de la Educación a Distancia (**Lalos**) y para la Educación Especial (**Chatsiioannou**); la mejora de la enseñanza de lenguas como elemento crucial para dotar a la ciudadanía de los mejores recursos expresivos y comunicativos, ya sea de la lengua inglesa en la Educación de Adultos (**Cozma**), ya sea de la lengua griega clásica en el campo de pruebas exigente que puede ser hacerlo en el ámbito griego contemporáneo (**Papaemmanouil**); la atención a la espiritualidad aplicada a alumnado con discapacidad o enfermedad (**Iliadis**); y la siempre necesaria evaluación o control de calidad del proceso educativo (**Rentzi**).

Nueve aportaciones interdisciplinarias que, tras superar un riguroso *double blind peer review process*, aportan sendas muestras de calidad de investigación educativa como base del conocimiento interdisciplinar.



1. Human Resource Management in Greek Secondary Education

Marinos Bouchtsis

(University of Alicante; Greece)

ABSTRACT

Human Resource Management is that part of the science of Management that deals with the human factor at work and the interaction relationships it has with each organization. It is the forecasting, recruiting, selection, adaptation, development and utilization of the human resources of a service, a company, an organization. The demands of today's society for improvement in the education provided make it imperative to record and examine the effectiveness and quality of educational services and educational organizations and units, not only nationally but also internationally in the context of the "internationalization" of education. The aim of this article is to highlight the basic functions of Human Resource Management and the parameters that must be taken into account for a holistic approach to the management of human resources in secondary education in Greece. The needs of society for education push in the search for the best way of utilizing the modern methods of managing the human factor at work and the relevant logistical infrastructure.

KEYWORDS: Human Resource Management, Secondary Education, Greece.

1. INTRODUCTION

The needs of education presuppose, among other things, financial resources, material and technical infrastructure and, above all, human resources. No matter how good the equipment and infrastructure in a school environment is, it is ultimately the teacher who will create the miracle of the educational process. Without the teacher, no education system can work.

Utilizing the human resources of education is of utmost importance for achieving the best results of an educational system. The human factor is the creative and connecting link of all actions and actions for any private or public organization and therefore the importance of proper management of issues related to human resource management is very important for the success of any organization (Ellis, 1995 ; Bush & Middlewood, 2006).

Human Resources Management is an integral part of the administrative function of each organization and brings together important activities and functions that focus on the management of the human factor (Papalexandri & Bourandas, 2003) and its relations with the organization.

The basic functions and practices of human resource management include: forecasting, recruiting, selecting, adapting, developing and utilizing the human resources of a service, a company, an organization. These functions are directly interconnected and the successful execution of each function also affects the efficiency of the other functions (McDuffie, 1995; Becker & Gegerhart, 1996; Mouza-Lazaridi, 2006).

The demands of today's society for improvement in the provided education make imperative the need to record and examine the basic management practices of the human resources of education as a whole.

The issues of the administrative organization and operation of the Greek educational system have been presented by many scholars and authors of the educational administration. These studies focus on various issues of the educational administration, such as for example the lack of rational organization and planning, the lack / problematic training of teachers, the reflection on the goals and the utilization of the evaluation of the educational project, the way and the opportunities of development of education executives, problematic working conditions in the school environment.

These concerns make visible the need for research that could contribute to the prevention of problems related to human resource management and consequently the smooth and effective educational administration in our country (Giannakopoulou, 2002; Panteli, 2007).

We find, for example, that the personal and professional development of teachers is a forgotten issue in our country (Athanasoula-Reppa et al, 1999), although the importance of professional development, the development of new skills and the acquisition of new has been emphasized many times at the international level. opportunities as an important parameter, among others, for job motivation, revitalizing morale and increasing the efficiency of the teaching staff of education (Dean, 1991; Day, 2003; Bush & Middlewood, 2006; Stroud, 2006).

There are very few studies on other issues related to the management of human resources in education in our country, such as working conditions and the health and safety of secondary school teachers, while there are no extensive reports on accidents at work-school environment.

In order to have a comprehensive policy for the management of human resources in education in Greece, a necessary condition is the continuous monitoring and investigation of the parameters that affect the sound management of human resources which is called to work efficiently in an ever-changing and rapidly evolving environment: economic, labor, social.

The piecemeal application of human resource management practices may not produce the maximum possible effect, but on the contrary the integrated application of all functions and practices, always adapted to the industry / country in which they are applied, will certainly bring better results (McDuffie, 1995; Huselid & Becker, 1996).

The development and implementation of a holistic management of the human resources of education is the only way for the system to “provide” and prevent the emergence of problems. Otherwise, an “outdated” management philosophy will be applied according to which the management tries to “react” when problems and omissions occur. This practice can not offer a public education that serves the real needs of society and teachers.

2. MAIN BODY

2.1. Historical evolution of the presence and role of Human Resource Management in an organization

Human resource management or personnel management, as it was the most common term in the past, is an integral part of the administrative function of any organization and brings together important activities and functions that focus on human resource management (Papalexandri & Bourandas, 2003) and its relations with the organization. The origins of personnel management can be traced back to industrial development in Europe and America in the late 18th century and the development of factories, the realization of economies of scale, the organization of work (Bratton & Gold, 2003) and the consequent need to improve unfavorable working conditions for that time. The primary goal of the personnel departments was to recruit and train workers in the use and operation of new generation machines, treating employees as individual units of the production process with executive duties only. Gradually, the emphasis began on the employer-employee relationship, necessitating the creation and development of personnel management departments in large organizations.

For a long time, but even today in some cases, personnel management and human resource management are used as an identical concept (Byars & Rue, 2006).

Despite the identification between these two terms, there are key differences in both the philosophy and the treatment of the human factor within the organism. Traditionally, a Personnel Management system has been used as a bureaucratic control mechanism to enhance the efficiency of an organization, focusing on short-term goals (Schuler, 2000; Xyrotiri-Koufidou, 2001) and focusing on the individual rather than the team. Personnel Management was treated as an independent administrative service responsible for handling cases according to routine procedures, such as: payroll, staff handling and compliance of the organization’s policies with labor legislation (working hours, dismissals, etc.).

In this context there was no holistic philosophy (Torrington et al, 2008) in personnel management, the handling of issues and problems (work accidents, for example) was procedural, reactionary and became piecemeal and “a posteriori” whenever presented each time the need to address an issue / problem that concerned the staff of the organization.

In the mid-1970s, a new approach to Personnel Management was developed, Human Resource Management signaling an effort to systematically and long-term approach to human resources as a whole and not piecemeal while emphasizing the interaction between the individual and the workforce of the organization (Papalexandri & Bourandas, 2003).

Human resources are no longer treated as an “burden”, “additional cost” or “asset” of an organization, but as an integral and basic parameter in the contribution to the success of an organization (Xyrotiri-Koufidou, 2001; Schuler & Jackson, 2005) and main part of its wider administrative and organizational function which is directly related to the organizational and strategic goals (Chytiris, 2001a).

Human resource management consists of a series of functions that recognize the importance of the human factor at work and its importance in the success of an organization. The main functions (Kanellopoulos, 1991; Ulrich, 1998; Millward et al, 2000; Xyrotiri-Koufidou, 2001; Papalexandri & Bourandas, 2003) as will be analyzed in the following sections include: planning, staffing, education, training and human resource development, incentives, remuneration, benefits and additional benefits, communication, employment relationships, occupational health and safety issues.

These functions are global, aim at the preventive management of human resources issues, before potential problems and malfunctions are created, concern all the needs of employees (Torrington et al, 2008), focus on cooperation (Schuler, 2000), communication, reciprocity, continuous improvement, development and evolution of human resources in an organization (Wright, 2000).

2.2. The main functions of Human Resource Management in Secondary Education in Greece

As people are the creative and connecting link of all actions and activities for any private or public organization, the importance of proper management of human resources issues is very important for the success of any organization.

As pointed out in the previous section, human resource management is an integral part of the administrative function of each organization and brings together important activities and functions that focus on human resource management (Papalexandri & Bourandas, 2003) and its relationship with the organization.

Various definitions of human resource management have been formulated in the literature (Storey, 1995; Papalexandri & Bourandas, 2003; Noe et al, 2004; Torrington et al, 2008). Human Resource Management can be defined as the part of the management that deals with the human factor at work and the interaction it has with the organization (Beer et al, 1984). It is the design of a formal system, in order to ensure the effective and efficient contribution of human talent to the creation and achievement of the vision, strategy and goals of an organization (Mathis & Jackson, 2000; Jackson & Schuler, 2003).

As in any organization, the proper management of the human resources of education is equally important. The goal of the management of human resources in education is the correct selection, professional development and utilization of the potentials and talents of human resources and the creation of appropriate working conditions and a positive working climate that favor the efficiency of the educational organization (Athanasoula-Reppa, 2008).

The main functions of human resource management in education, as will be discussed in the following sections, include:

- *Human resource planning:*

The training of human resources includes the provision of resources (material, financial and human resources: administrative, support and teaching staff), required for the smooth operation of the system, the analysis of the work role and the requirements of each job and the definition of duties, rules and working conditions.

- *The staffing of the organization:*

The function of the staff includes the attraction, the definition of the system and the selection criteria of the required human resources (test, written examination, interview, etc.), the evaluation, the final selection and the adaptation of the employees in the educational organization.

- *The education, training and development of human resources:*

In the context of training and development of human resources, the preparation of vocational education and training programs and the provision of additional opportunities for personal development and adaptation to work are envisaged.

- *The motivation and professional satisfaction of the human resources:*

In the context of motivation / promotion, an effort is made to identify the motivations and factors that contribute to the motivation and professional satisfaction of employees.

- *Defining and providing rewards, incentives, benefits and add-ons benefits:*

The definition of remuneration and the provision of incentives, benefits and additional benefits include the direct and indirect benefits that each employee receives for his contribution to the achievement of the desired goals of the organization.

- *The evaluation of the project:*

Formulation of criteria, techniques, procedures and methods for evaluating the work of employees.

- *Communication within the educational organization:*

Defining the functions, objectives, forms, means and methods of internal communication within the educational organization.

- *Labor relations:*

Determining the working conditions, rights and obligations of the employer and the employees, determining the overtime and the provided leave, finding ways to deal with complaints, resolving disputes and measures “imposing” disciplinary sanctions.

- *Hygiene and safety at work:*

Employee protection, training in accident prevention programs, work stress management and burnout.

The ultimate goal of all the above functions and processes of human resource management is the development of an effective organization where the objective and desired goals will be achieved and the job satisfaction and development of the human factor (Papalexandri & Bourandas, 2003).

To make this possible, it is important to properly manage all of the above human resource management functions. This means that the functions of human resource management in an organization are directly interconnected and the successful execution of each sub-function affects the efficiency of the other functions (McDuffie, 1995; Becker & Gerhart, 1996; Mouza-Lazaridi, 2006).

The above basic principles and functions also apply in the case of the management of the human resources of education. We can not expect, for example, that an employee’s work can be evaluated when key elements and parameters of human resource management such as proper planning and staff selection are not clearly identified. The same applies in cases where the role of each employee within the organization has not been defined, the responsibilities, the workload and the working conditions, the -realistic- goals of his work, his smooth introduction and integration in the organization as well as the training and development to meet the requirements of his work.

Equally important is the definition of parameters that can affect the effective execution of a project such as the available financial resources, materials and equipment available to each employee, the environment and conditions in which he works, etc. It is therefore obvious that it is not possible to seek to evaluate the outcome of an action when we have not built the foundations from the beginning, which is why a holistic approach to human resource management is essential in every organization.

3. CONCLUSIONS

Human Resource Management is that part of the science of Management that deals with the human factor at work and the interaction relationships it has with each organization. It is the forecasting, recruiting, selection, adaptation, development and utilization of the human resources of a service, a company, an organization.

The demands of today's society for improvement in the education provided make it imperative to record and examine the effectiveness and quality of educational services and educational organizations and units, not only nationally but also internationally in the context of the "internationalization" of education.

The needs of society for education push in the search for the best way of utilizing the modern methods of managing the human factor at work and the relevant logistical infrastructure. Points that would help in the application of a holistic approach to the management of human resources in education include: timely planning, the adoption of programs to introduce the new workplace and the new work environment, change the philosophy and practice of training programs and professional development of teachers and education staff, the creation of conditions and conditions that will contribute to teachers gaining and / or strengthening their motivation, the creation of a working environment for cooperation, communication and active participation, the development of strategic management and human resource management to integrate an equal opportunities policy as well as to adopt a health and safety policy that will prevent it instead of trying to correct negligence and omissions afterwards.

In conclusion, it is pointed out that the development and implementation of a holistic management of the human resources of education is the only way for the system to "provide" and prevent the emergence of problems. Otherwise, an "outdated" / outdated administrative philosophy will be applied where the administration tries to "react" when problems and omissions occur. This practice can not offer a system of public education that serves the real needs of society and teachers.

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2. Financing of Businesses from State to Enhance them with Human Resources

Arseni Charis

(University of Alicante; Greece)

ABSTRACT

This area mainly refers to human resources for which new and flexible policies have adopted many funding mechanisms in the last 15 years. And our country is benefiting, as it should, but not to the extent that it could benefit. The lack of funding for actions and programs is due in large part to the inaction of stakeholders and, consequently, we consider this inaction to be a problem of lack of knowledge. Funding from the EU budget is not only through the NSRF, but also through announcements or many other actions that the Greeks systematically ignore, and they should be aware of them and benefit from them. The field of Human Resources, Social Cohesion and Values is a very careful field that expresses policies of particular importance in the Member States. It is considered by many to be a pioneer and the bodies dealing with the objects of this triptych must be constantly vigilant so as not to miss funding and co-financing opportunities from the Community budget. Although we consider the co-financing that goes through the NSRF to be the responsibility of the respective government, but unfortunately there are delays in participating in actions that are financed exclusively by the EU budget. This work tries to highlight these aspects.

KEYWORDS: Financing, Human Resources, Social Cohesion.

1. INTRODUCTION

The main goal of every business is to maximize the financial of its result. It seeks to achieve this by developing distinctive skills that will enable them to gain a competitive advantage against its competitors. For this purpose it combines the productive resources at its disposal in a way that produces a result that leads in superior performance and can not be copied by competitors. The productive resources at its disposal are material, (capital-people) and intangibles (culture-know-how). To manage each of these resources it has been developed a specific function. Human Resources Potential is the function that deals with systematic and long-term dealing with the human resources of a company.

The main reason for which the Human Resources Management must exist in full form in every organized effort is that the human resources constitute the a unique factor that will activate and utilize all the factors of production (other material resources) in order to achieve the predetermined goals of the business. There are two main reasons that impose effective human resource management:

- Its high cost, given that the human factor is the most expensive resource of a business and at the same time the most valuable. The companies seek from Dia to attract the best employees and on the other hand, to develop systems through which employees will contribute to the maximum extent to the utilization of the remaining factors and ultimately in achieving their goals.
- Changes in the business environment. Businesses are obliged to adapt strategies and policies, systems employment and exploitation of employees in order to adapt to these changes. Human resource management is the function of Internal which companies and organizations seek to ensure that employees contribute to the greatest extent to the achievement of the objectives.
- Thus the Human Resources Management deals with the effective management of employees in order to: Acquire competent employees who, although they will differ (in terms of personality, needs, goals, knowledge, skills, etc.), will work together, applying systems and procedures in way to activate the other factors and succeed specific objectives.
- A comprehensive definition of Human Management Potential is that: “It’s the function that aims to improve productivity contribution of people to the business, in a way that is strategic, morally and socially responsible “ This definition emphasizes three elements:
 - The strategic orientation of the company
 - The company’s ethics
 - The company’s social responsibility

The Human Resources Management serves its strategic goals company. In order to do this, Human Resources Management has to set her own objectives, which will be part of the overall strategic framework and will serve as guides in making decisions that concern her but also as one checklist. These goals are organizational, functional, social and also personal in the sense that they refer to each employee separately. One element that must be emphasized is the condition of reciprocity in implementation of objectives. The objectives of Human Resources Management are implemented only in to the extent that the individual goals of each employee are realized and vice versa. In other words, it should not be forgotten that in the end, the purpose is to satisfy the increase in its value and its positive effect on business. It will be good for the business after it manages these,

to be able to increase employee's loyalty. In order for the business to acquire, retain and utilize capable employees and improve their productive contribution, should proceed to the following strategic and operational actions:

- Human resource planning. It is a strategic action intended to anticipate staffing needs for coverage of future jobs.
- Job analysis. Includes a description of the project in question to perform the position carrier and the specification-identification of the standard ones and substantive qualifications it must have.
- Attracting and selecting candidates. Includes their location potential candidates, their invitation to be interested in jobs and the selection of the most suitable of them, but also the reception and integration of the newly recruited.
- Training and development of human resources. Includes education and training, the assignment of extended duties and the provision opportunities for personal development in the human resources of the company.
- Remuneration of employees. Refers to the design and implementation of a remuneration policy and special plans for salaries, wages, finances incentives and benefits for different categories of employees.
- Performance evaluation. Refers to the evaluation of the performance of each based on specific criteria and the assessment of the contribution, of its strengths and weaknesses.
- Employment relations within the company.

The field of employment is the observance of the terms of the contract between employees and employers, but also the relationships that arise from the way in which both parties comply with or claim these terms change and improve them. The above actions are interrelated and interdependent. This means that Human Resource Management can be treated as a system, with many subsystems. At the same time, the Human Resource Management must be treated as a subsystem a wider system called business. This system is open, which means that it receives influences from its environment and in this way is renewed. As a system, it receives inputs from the environment, transforms them through the conversion processes and gives outputs. Its key element system is the feedback. Human Resource Management is's main team with main responsibilities:

- Providing advice to executives for better decision making in staff issues
- Provision of services in subjects that require special knowledge and appropriate design (attracting and selecting candidates etc.)
- Design policies and systems and procedures for the human resources. The Resource Management address then helps the operating system executives in their implementation.

The greater the importance given by a company to human factor, the more organized and extensive the organic one will be the Unit/service that will deal with its administration. Of course, in small businesses or even start-ups are often not available necessary resources for the employment of executives in the field of human resource management. Thus, in this category the responsibility for functions that are part of the management of human resources belongs to the Administrative Director. As a support or executive service the Human Resources Management has an advisory role in the operations executives. Only in cases where the final decisions are taken by same (eg recruitment, amount of salary increase, etc.) then it is also functional power. Due to the importance of the human resources factor, the Management Human Resources must also participate in the formulation of its strategy to achieve the integration and linking of strategies human resource management and business strategy.

2. HUMAN RESOURCES

Generally the company is an Entity that operates in social whole and is a set of animate and inanimate resources, mainly aim to achieve profitability. The soul resources of the business are the human resources of the company, ie its employees (workers, employees and executives). As for inanimate resources, they consist of machinery and equipment, in buildings (factories, shops, offices etc.) to the intangible assets of the company such as e.g. the name, the trademark (logo) and goodwill (reputation) and finally in the various other elements intended to assist the operation of the business (e.g. know-how, financial resources, inventories, etc.) (<http://el.wikipedia.org>).

The Human Resources are just as important as natural resources in terms of in production and productivity in an economy. Human resources refer to the size of the population (human resources), to the labor force potential and the physical and mental abilities of the population (health, education, specialization) (Mardas, 2000). The interest of this work, as we mentioned, are the soul's resources of the business and whether the development leads to the creation of a competitive advantage for businesses.

3. CONCEPTS. DEFINITIONS

First of all it should be mentioned that in addition to the concept of human resources, the term human resources is also used, as some do not agree using the term "human resources", which is an accurate translation of english term Human Resource. This is because the word resource can be interpreted as something consumable. But the meaning in which it must the term resources is interpreted in human resource management and therefore in development, is different and wants to demonstrate their importance

employees as a source of wealth and competitive advantage. This is and the meaning in which the term is used in English (Bourandas Papalexandri, 2003). According to the report of N. Papalexandris & y. Buranda (2003) in Jackson and Schuler (2000) we can define Human Resources as “the totality of the talents and disposition for performance of all people of a company that can contribute to its creation and completion mission, vision, strategy and objectives “. The term “Human capital” or “human resources” therefore refers to characteristics that people bring to their workplace - intelligence, skills, dedication, experience and skills, and the ability to learn. However due to the fact that the contribution of human resources to the business varies and is unpredictable, human resources make ‘the most demanding element of inputs of the company in terms of their administration and management “(Terzidis Tzortzakis, 2004).

4. HUMAN RESOURCES: INVESTMENT OR COST?

As stated above, the use of the term “human resources”, according to many people, wants to show the importance of employees as a source of wealth and competitive advantage. So, in parallel with the concepts of staff, employees, human resources, that also used, the concept of resources wants to emphasize that the people working in the business are for the company an important factor, whose development and utilization is an important parameter for the business and its development. In other words, they are the people who work in a business, capital for the business. The term “human capital” has been mentioned in the 18th century by economist Adam Smith, but it emerged as an economic concept in late 50s and 60s. At that time, economists like Theodor Schultz began to use “capital” to interpret role of education and specialized knowledge in promoting prosperity and economic development. They argued that people invest in their education and training to accumulate a stock of skills that can yield long-term returns. That said investment can also benefit national economies and help strengthening economic growth. This is how human capital is usually defined generally that it includes a sample of individuals’ abilities as well skills, knowledge acquired through education and training.

The question that arises many times is whether the human resources of a business is an investment or cost. If it is for example a capital for a business. From the moment the human resources occupy a large part of the cost of a business, the success or failure of policies that will follow a business concerning its staff, is inextricably linked to the success or failure of the business. Nowadays, in particular, this has begun to be understood by all. The fiercest competition that forces businesses to change and adapt to new conditions, leads them and to treat their human resources as capital and not as cost. Thus, when we speak of human resource management we mean the actions which aim at the effective management of people, in the context of work so as to benefit the individual,

the business and society as a whole (Xirotyri, 2001: 17). It has also been found and is generally accepted, that its improvement human factor (physical and mental health, level improvement education, natural and social environment), are investments that do not differ from equity investments. This perception is reinforced if we notice the ever-increasing state expenditure on improving of human resources, which are growing at a disproportionate rate in relation to the expenses of the other activities of the State (Mardas, 2000).

5. THE NEEDS IN HUMAN CAPITAL, ITS UTILIZATION AND THE DETERMINATION OF ITS COST

To calculate the needs for human resources must be calculated for the present and mainly for the future the products produced or will be produced by category and sector of social and economic activity. Thus, the responsible authorities need to know how many trainees employees needed for future periods. That is, to know the required number of employees by profession (Mardas, 2000).

The continuous changes that occur in the workplace and professions make it particularly difficult to accurately calculate human needs chapter, as a result of the various methods of calculating these needs, fail to give reliable results. It's certain, however, that it is the effort of the responsible authorities is necessary, taking into account at the same time the changes that are noted, to calculate - even in the short term - the human resources needs to make computing easier of the means for their utilization. The low quality of the population leads to its low productivity manpower, resulting in the failure to achieve the required rate social and economic development. So design is essential and the implementation of integrated improvement and utilization programs labor force of one country. A developing country, in particular, is needed to release the workforce from various social barriers, to inform, educate and specialize its population and more specifically its workforce, in such a way that everyone can with the appropriate employment and use of its resources to contribute to rise of the country's social prosperity. If, on the contrary, this is not done almost certain that part of the workforce will leave the country for to offer its services in other countries (Mardas, 2000).

Finally, the determination of the price and the quantity of the human capital, which are incorporated into each person, can not be done immediately in terms of supply and demand, because it is not possible to define it correctly way, a measure of the size of human capital. The analysis of the economic effects of expenditures on education is made by comparing two outputs which are: The acquisition costs of a certain quantity of "talents", ie expenditure on education and on the other, the expected future incomes. The above comparison between costs and expected benefits of an increase in teaching,

which can be done either by terms of cost - benefit analysis or in terms of rate of return (Mardas, 2000).

6. THE ROLE OF HUMAN RESOURCES IN STRATEGY FORMULATION

Before referring to another point in the strategies of their management human resources, it would be appropriate to clarify the role of human resources in shaping the strategy of a business - organization. Until now we talked about the concept of human resources and whether they are investment for a business. Knowing that, as you will see below where would analyze human resource management, that every business in It pursues certain strategies in pursuit of its goals we will see what is the role of human resources in its formation 's business strategy. Strategy is the adoption of specific actions and tactics that aim at securing advantageous positions and combinations of forces. The concept of strategic management defines a set of administrative decisions and actions that determine the long-term performance of the business. Business strategy id the tactic followed so as to achieve the goals of the business, with the aim of maximizing competitive advantages of the business and their minimization of its weaknesses (Xirotyri, 2000).

Today the role of employees is key to achievement competitive advantage. This is how companies turn their attention in the strategic management of human resources. This means that companies are interested in the “connection of human resource management” strategic goals and objectives in order to increase its efficiency business and to develop a culture conducive to innovation and flexibility “. In other words, it is the planning of the development of human resources and activities that will help achieve its goals of the business (Terzidis-Tzortzakis, 2004). The management of a company realizes that the best strategies programs can not be implemented without complication and dedication of junior executives. Creates, therefore, various design groups and working groups consisting of executives of different levels and undertake to achieve the operational objectives and objectives in the elaboration of strategic plans. Thus the elaboration of strategies is an integrated process where, with the introduction of a “Strategic thinking”, all the executives of the company are involved (Xirotyri, 2001).

The value of this approach lies in the fact that it directs the course and the business activities in future and forces it to respond to questions about the level a business aims to reach, in the way in which it will implement its goals but also in the choice and development of its human resources. The last question restores above finding, that even the best strategic plans can not take place if the people who will execute them do not have the necessary skills. The direct business relationship is also highlighted strategy and human resource management and assist its executives human resources to understand its strategic objectives of the business, its competitive position and devise strategies that will

help employees become capable of responding to general strategies set by the company to achieve the goals of (Xirotyri, 2001).

The formulation of strategies is important for the business since are the strategies that will help the company achieve the goals and face its competitors. Its level is therefore important training and development of the human resources of a company, from the moment that employees are the ones who will design and implement these strategies. Finally, to formulate a strategic business plan it is necessary to identify, analyze, and balance opportunities and threats faced by an enterprise. The company seeks to highlight its strengths and the elimination of its threats and weaknesses. The Human Resources also provide information on internal strengths strengths or weaknesses of the business, thus participating in its formation strategy. A typical example is the decision of the IBM company, in the 1990s, to buy Lotus Software because IBM decided that her own human resources were not sufficient to enable the company to return in a high position in the network systems industry or even to achieve this fast enough (Terzidis-Tzortzakis, 2004).

7. TRAINING AND UPGRADING OF HUMAN RESOURCES SKILLS: THE CHALLENGES FOR EMPLOYEE EMPOWERMENT AND BUSINESS DEVELOPMENT

The technological progress, globalization, climate change and demographic aging in developed economies, bring about radical changes in the world of production and labor: they form new data about it with how, where, and by whom the products and services are produced, lead in the emergence of new forms of employment and business organization and affect the way people do their jobs duties. The strong and sustainable recovery of the Greek economy, the declining persistently high unemployment rate, and growing needs in digital skills and skills that will support the transition to one economically and environmentally sustainable production model, require a modern system of Continuing Vocational Training (SEC). Building a modern, flexible and efficient system adult learning with internationally recognized quality standards to provide quality, and with substantial consideration, retraining opportunities and upgrading skills (Re-skilling and Upskilling), is the only way to address new challenges and adapt to the changes brought about by technological transformation and automation.

These changes in turn have a direct impact on skills, which are required to keep employees active in market, but also to keep companies competitive. For example, the digital transformation changes the distribution of tasks between man and machine, leads to position automation and creates new specialties and new jobs. That makes the digital and so-called soft skills sought after, while other skills are threatened with devaluation.

In this dynamic and uncertain environment, the supply to the human resources of quality and affordable retraining opportunities (reskilling) and upgrading his skills (upskilling), is crucial important condition for the successful transition to a modern, sustainable and extroverted productive model.

According to a SEV survey, 84% of favors the retraining of human resources as the basic tool for dealing with the changes brought about by automation in skills while only 3.4% report redundancies, ie replacement of employees as the preferred solution. The investment, that is, in the human resources of a business is now considered a very important priority for businesses. In addition, in the midst of the adverse effects of his pandemic coronavirus in employment, and the consequent expansion of teleworking and e-commerce, enhancing digital skills of human resources becomes a necessary condition for its smooth development economy and business development in the new conditions. In this priority, namely their retraining and upgrading skills of human resources is called to answer and the expected bill on Technical Vocational Education and Training and Continuing Vocational Training.

In Europe, the scale of the challenge is quite large. In the framework of preparation for the Osnabrück Declaration is set as priority is the creation of a European Training Area, where through development of innovative education and training systems will be supported by transition to digital and green economy. And that's why, according to recent estimates, about 21 million employees, who are employed in declining professions, will need to participate within the next ten years in retraining programs in order to switch to a different one professional category. In addition, 94 million employees (almost 40% of current workforce) will need to upgrade their skills, as well as about 20% of the tasks they perform at work it is estimated to be automated within the next ten years. At the same time, there is a shortage of IT specialists and communications, which for 2020 alone is estimated at around 500,000 people. Just the fact that 85% of them should not be considered accidental companies that participated in a recent European Round survey Bank for Industry, considers the development of a modern ecosystem retraining and skills upgrading should be reduced to immediate priority. Almost all companies in European industry who took part in the research states that it already implements strategic policies planning for its human resources (strategic workforce planning).

However, for the economy as a whole, research shows that only 16% of implements human resources skills development policies and, in addition, 64% state that they do not have human resources with appropriate skills in order to achieve digital transformation. In Greece, a necessary condition for taking advantage of opportunities and tackling the challenges is a radical overhaul of the system Continuing Vocational Training with the central focus on strengthening its development dimension. A new, modern and extrovert-

ed lifelong learning system, with the core mission of providing opportunities to human resources - regardless of age, qualifications, position in business, etc. For continuous development of his skills during one longer working life. Despite the documented need for remodeling of the adult learning system, data and studies show that the progress made in Greece in this field is slow and incomplete. According to an OOSA study (2019) on the readiness of systems adult learning to meet the challenges ahead, Greece is among those countries in which the need for retraining and skills upgrading is assessed as particularly urgent. However, it is found that the country does not provide training opportunities to the desired level of quantity, quality and access.

The development of an effective SEK system - a system that will provide quality opportunities for retraining and skills upgrades - requires a series of policy interventions. SEV proposes institutionalization a unified and extroverted SEK service delivery system, which will is distinguished by the following characteristics:

- Cooperation, coordination and efficiency of all involved agencies, government, social partners and businesses
- Linking production and skills development curricula, and retraining, with the needs of the labor market
- Use of modern educational methods and techniques that utilize digitally and promote work-based learning (internship, apprenticeship) etc.),
- Selection and training of suitable trainers who have a professional experience,
- Ensuring the quality of SEK inputs and outputs through adoption of internationally recognized quality standards and certifications allow companies that produce goods and services in Greece to employ human resources with certified knowledge and skills such as requires membership in international value chains,
- Continuous evaluation of the efficiency of the supply system training services.

8. THE FUTURE OF WORK: HOW THE MODERN TRENDS OF THE TIME FOCUS ON THE NEED FOR RETRAINING AND SKILLS UPGRADE

The world of work and production is changing. On the one hand the rapid technological development and the international division of production are subverting existing models, while the coronavirus also has its own consequences for international production chains. On the other hand, population aging, and large challenges such as tackling climate change. An audience characteristic of all these tendencies is that they change their mixture necessary skills for the economy, employment and extroversion production, while in parallel with the aging population are constantly business changing needs will be met by more limited number of people. Key to customizing people, businesses, but

also of the economy in these new data is the ongoing retraining and upgrading skills to the widest possible productivity range procedure.

9. TECHNOLOGY, LABOR MARKET AND SKILLS

Technology has always been the most important factor in transformation of economies since the first industrial revolution or even earlier. In era 4.0, the impressive progress made in fields such as artificial intelligence involves robotics and machine learning significant benefits but also challenges for the world of production and work. On the one hand, technologies help to improve the productivity, to reduce production costs but also to minimize errors. At the same time, however, the extended wave of automation is changing the roles of the human factor and raises the question of their adaptation skills, due to the new needs it creates, but also those that cease to exist. Some skills become more important, while others are devalued. According to research findings conducted by the World Economic Forum with the participation of large multinational companies, it is estimated that, up to in 2025, 52% of on - the - job tasks will be performed by machines, at the moment the corresponding percentage is 29%. The digital transformation affects employment and, consequently, the composition demand for skills in three main ways:

- i. Changes the division of tasks between man and machine: the integration of new technologies in production leads to automation of a part of the duties of the job. Human resources are focused on performing activities of higher added value that are not eligible automation. These activities require the existence of the so-called mild or horizontal skills such as creativity, critical thinking, initiative, documentation, emotional intelligence, persuasion, etc. At the same time, of course, the people should also have a good mix of digital skills, to the extent that they should use modern and fast changing digital technologies. They should, therefore, seek opportunities to upgrade their skills if, within the same job, are called upon to play a different role. Therefore, the upgrade of strengthens the resilience of human resources, that is, his ability to maintain his job by performing at the same time a more complex role.
- ii. Leads to job automation: As a result, the job is abolished (automated) and the employee is called upon to obtain new skills in order to switch to a different professional category or specialty. In this case the need arises for retraining to enhance the mobility of human resources between different professional categories and specialties.
- iii. Creation of new specialties and jobs: The integration of of modern digital technologies creates new professions and specialties that directly related to development, design, handling and maintenance of these technologies. Indicative exam-

ples of such professions are big data analysts, electronics development experts applications and software and experts in electronic encryption transactions. A high level is required for this category of professions digital skills such as programming language and development electronic networks. It should be noted that also for this sought after category of human resources, the upgrading of skills is necessary, in to the extent that digital technologies are evolving at a rapid pace creating, consequently, requirements for upgrading existing ones digital skills. As the digital transformation of demand for digital, but also for mild, skills will increase.

10. LEGISLATIVE AND REGULATORY FRAMEWORK

The action is part of the De minimis scheme - Regulation (EC) No 1998/2006 of the Commission and in any case the restrictions and conditions of the above regulation which is attached to this call. Implementing bodies of the Action “Support of companies for the employment of highly scientific staff” is the General Secretariat for Research and Technology - Independent Management Department Structural Programs (GSRT / DIA) and the Special Management Service and Implementation of the Actions of the Ministry of Education, Lifelong Learning and Religions in the fields of Research, Technological Development and Innovation. These two bodies will act as Interim Management Bodies (Management Agencies) based on the legal framework governing the implementation of the NSRF and specialization of their responsibilities which are mentioned in no 1455 / fin.6.58 / 11-01-2011 (Government Gazette 138 / B / 9-2-2011) Assignment Decision. Basic The legal framework on which the action will be implemented is:

1. Law 3614/2007 “Management, control and implementation of development of interventions for the programming period 2007-2013 “(Government Gazette 267/A/ 03- 12-2007) as amended and in force 2. Presidential Decree 274/2000 (Government Gazette 225/A/17-10-2000) “Terms, conditions and financing procedure (grant or assistance) of projects and programs submitted from industrial or other production units “”, such as this has been amended and is in force today.
2. The no. 14053 /EYSI1749/27.03.2008) “Ministerial Decision of the System Management “(Government Gazette 540/B/ 27.03.2008), as amended and in force today.
3. The Business Management and Control Procedures manuals 2007-13 programs and in particular the procedures and control manual State aid operations (MOF/ A.P: 23105 / GAAP 4632 /EYTHI1)
4. Regulation (EC) No 1081/2006 of 5 July 2006 and the regulation no. Regulation (EC) No 396/2009 of 6 May 2009 of the European Parliament and of the Euro-

pean Social Fund 5. Regulation (EC) 1083/2006 ‘laying down general provisions for European Regional Development Fund, the European Social Cohesion Fund and the repeal of Regulation (EC) no. 1260/1999.

5. Regulation (EC) No Commission Regulation (EC) No 1998/2006 of 15 December for the application of Articles 87 and 88 of the Treaty to aid minor.
6. The Decision of the European Commission with number E/2007/5534/12.11.2007 concerning the approval of the OP “Human Resources Development”.
7. The number 1455/fin.6.58/11-01-2011 (Government Gazette 138/B/9-2-2011) Common Ministerial Decision of the Ministers of Education, Lifelong Learning and Religions and Employment and Social Protection on the subject “Assignment of management responsibilities for operations of the Operational Program “Human Resources Development”.
8. The decision No. 14/16-05-2011 of the Monitoring Committee of the OP “Human Resources Development”, which approved the criteria for selecting the operations of the Priority Axes, such are described and specified in this invitation.

With regard to publicity requirements, they should be complied with by the EFD and the beneficiaries the requirements of the EU Framework Regulation. and in particular Article 16 of (EC) No 1828/2006 of the Commission of 8 December 2006. Specifically, the beneficiaries whose requests approved, agree that funding approval implies publication of the name of their company, the title of the transaction and the amount of public funding, in the list of beneficiaries to be published electronically or otherwise, in accordance with Article 7 (2) (d) thereof Regulation (EC) No 1828/2006. In addition, his obligation applies beneficiary for the placement of an explanatory sign after completion of the project. In the execution of the projects should be taken into account the current national and community legislation on the protection of the individual against the processing of personal data. Particularly:

- Directive 95/46 / EC of the European Parliament and of the Council of 24 October to protect individuals against treatment personal data and for the free movement of data of them.
- L.2472 / 97 (Government Gazette A ‘50) for “the protection of the individual from processing personal data “, as it stands today.

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3. Informatics in Special Education

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ABSTRACT

It is a fact that in the field of education, in recent years in Greece, significant efforts have been made to integrate into public education people with disabilities. Of course, it is necessary to continue this effort to clarify the objectives of training these students and design appropriate programs to be supported the necessary logistical infrastructure. My work attempts an approach to the effective integration of Information and Communication Technologies (ICT) in the education of individuals with special needs. The need for the introduction of ICT at all levels of education breaks down barriers to disability and brings people with disabilities closer to their integration into the educational community and their social integration. A factor for this success is the change in the role of the trainer, the creation of a support mechanism by the state, allocation of resources, Vocational training and education of trainers, proper planning and evaluation.

KEYWORDS: Special Education, Disability, Integration, Smart Devices, accessibility, knowledge tool.

1. INTRODUCTION

There are over 750 million people in the world who belong to the category of people with disabilities. In Greece one in ten children are disabled. One of the main obstacles that face people with disabilities are the negative attitude and prejudice of society. It is essential to change the stereotypes, mentalities and attitudes that lead to exclusion. Respect for diversity and equal treatment must shape a new reality that is reflected in the daily lives of all citizens. It is important an opportunity to analyze all the issues related to disabilities. Everyone need to be made aware that policies and programs for these individuals are a dimension of social development which everyone, citizens and the state, are called upon to support and strengthen. These policies and programs are a valuable force of every organized, democratic and civilized society which must offer its citizens equal opportunities. It requires a multifaceted strategy that focuses on the right of people with disabilities to participate fully and equally in an active society, in all its forms and at all levels.

2. RIGHTS AND EQUAL OPPORTUNITIES. HISTORICAL BACKGROUND

In recent decades the approach has focused more on the issue of people with disabilities in terms of rights. The first interventions were promoted by the United Nations (UN) during 80s. Already in 1975 a resolution containing a declaration was adopted concerning the rights of persons with disabilities. This fact led later in the development of policies and guidelines for people with disabilities needs. The International Year of People with Disabilities was designated by the General Assembly in 1981 and forward this event led to the opening of the decade 1983-1992 as the decade of people with disabilities. 1982 was the year when a global program of interventions for individuals with disabilities has been designed and the important principles in the field of prevention and rehabilitation was approved, where the rights of these individuals were emphasized so that they might have the same opportunities as other citizens.

The decade dedicated to people with disabilities was given one more greater boost, as the UN General Assembly adopted a resolution on standard rules on equalization of opportunities for people with disabilities. This resolution strongly recommends governments adopting equal rights policies and opportunities, as well as equal responsibilities for people with disabilities. On December, 20th 1993 the UN adopted a set of standard rules which provide equal opportunities for people with disabilities. They cover all aspects of the life of a disabled person and is structured of 22 rules that are grouped under 4 approaches.

- Basic conditions for a full participation
- Areas considered for full participation
- Actions taken
- Mechanisms

The set of rules is based on the interventions and their supply services needed to ensure that people with disabilities can have access to fundamental rights. To improve the way individuals are informed about their potential, local initiatives and support facilities for their participation in social life. These rules introduce the need to provide all the necessary medical care for rehabilitation, e.g. the process aimed at facilitating individuals with disabilities to improve physical, sensory and mentally. The rules focused also on the need to provide the tools and assistance needed to achieve and maintain a fair standard of living. It concerns in particular the additions and aids that can be used to reduce disabilities and offer customized assistance. In the areas of intervention, the rights of people with disabilities are examined in the various aspects of social life: natural access to places and access to information, right to study, right to work and participation in general in all activities.

Access to information and communication: program information, treatment, support policies. This implies the exploitation of ICT. The right to study must be granted by admitting people with disabilities to the public educational system, as far as applicable. Special institutions and special courses must be designed so that students with special needs are not placed in a regular school. In July 1996 (the time when internet came into our lives) the Commission issued a proclamation, The Madrid Declaration, on equal opportunity for people with disabilities as a «new strategy» (23 March 2002 in Madrid) as a result of the European Conference on Disability, which sets out the conceptual framework for action for 2003 at European, national, regional and local level and indicates specific proposals to all stakeholders, which will bring equality for all categories of people with disabilities and their families. In Greece, both law 2817/2000 for special education and for all states of the European Union, a person with disabilities is the one who stands out, who differs significantly from the others, deviating from the normal. This discrepancy can be up or down. The main categories concern people with disabilities:

- Vision Disorders
- Defective Hearing
- Physical Disability
- Speech Disorders
- Learning Disorders
- Behavioral disorders
- Mental Disability

3. THE EDUCATION SYSTEM IS THE FIRST STEP TOWARDS OPEN SOCIETY.

According to the National Confederation of People with Special Needs (ESAMEA, Mr. G. Vardacastanis, 2003), education can and should play a leading role in the support and acceptance of the rights of people with disabilities, helping to remove their fears, myths and misconceptions and supporting the effort of the whole community. Educational ingenuity can help students develop a sense of individuality in relation to disability, their own or that of others to approach the difference in a positive way. It is necessary to achieve one education for all, based on the principles of full participation and equality. Education plays a key role in determining everyone's future, both on a personal basis as well as on a social and professional basis. Therefore, the educational system can contribute to personal development and social inclusion, which will allow children and young people with disabilities to become as independent as possible.

4. INFORMATION AND COMMUNICATION TECHNOLOGIES (ICT) IN EDUCATIONAL SYSTEM AS A KNOWLEDGE TOOL

ICT has brought about significant changes in work and daily life. They are now an integral tool of modern education. They act as a catalyst, affect the structure of the school and in essence contribute to the modification and reform of the teacher's techniques. ICT has been in the Greek School since 1984. It started by introducing the Informatics course as a subject in certain classes of high school. But the growing need of vocational training and development have led to a general introduction. ICT has been planned and implemented as a teaching and learning tool for all subjects.

In collaboration with educational institutions and under the auspices of the Ministry of Education ICT in education, both general and specialized, is an indisputable reality. The actual operation of ICT in education and in particular in Special Education consists in exploiting the opportunities they provide depending on each disability. ICT should offer people with disabilities the opportunity to overcome their limits and help them fulfill roles that are considered normal in relation to age, gender, social and political factors.

Technology can improve the condition of the disabled person, it can help the student develop cognitively as well as it enables him to communicate with its environment. In this way the barriers arising from the nature of the disability fall down and bring the individual closer to school and social inclusion.

The use of ICT has launched various reactions among experts in the field. These reactions can be summarized into three main groups (giving emphasis on the role of the teacher): To the group of those who fully advocate for their introduction without considering the characteristics of the group of children that would use ICT, supporting the myth, that all technological achievements are positive for education and are progress. The second group there are experts who, unfamiliar with ICT, resist vigorously with unbridled conservatism to the entry and use at any educational level of ICT. The last group is composed by experts who advocate the entry of ICT carefully, taking care of the educational process, the economic, social, political, psychological levels and of course the teachers that will implement ICT in courses for students with disabilities.

For primary education, changes and developments regarding the new system using ICT as a tool, recognize the role of the parents, the characteristics of the children, the need for support systems, so that this system aid all children. But difficulties appear, related to the mentality of parents, society at large, lack of resources, vocational training and education needs, needs planning and evaluation. It is a fact that we need a single education for all, with an emphasis on the principle: the system should meet the needs of all children and should not fit the child into the system, nor do we have to change a part of the system to serve an individual or group of individuals. And it concerns the whole education system. It's not just for schools or for one area of education.

The use of ICT is related to the unified education-school and is related to the child, the family and in general with the philosophy of our society. The fundamental rights of all children, equal, must also be considered opportunities and participation in a unified educational system. The main educational goal is for all children to achieve autonomy, ability to communicate, access to information, socialization and corresponding educational progress. A progress that goes hand in hand with school development. The use of ICT in education should not discriminate special from general education. There must be a support mechanism, a law framework to protect, monitor and evaluate the system so that each child could evolve and benefit from it. The children must have equal opportunities and access rights to education in all schools. The conditions for the utilization of New Technologies in the primary Education for people with disabilities are:

- *Initial early diagnosis of the child's special needs.*

This diagnosis is very difficult to realize because the needs of the child have to be considered at the same time at the present stage but also having in mind the possible future needs of the child. The cooperation between parents, special educators, specialists but also IT through special programs, can contribute to the diagnosis but also it is the key factor for the child's progress. Especially relational databases can give important help both in the diagnosis and in the categorization of the child. The databases are maintained by information exchange, collaborations with others school communities, experiences and suggestions from other countries. In secondary education, the challenge of using ICT for people with disabilities is greater. This is mainly due to the growing requirements of the school curriculum, but also to how is connected the experience of the teacher in transferring knowledge to children secondary education. The key factor is found in the loyalty and in the collaboration of teachers with students.

- *The teacher must adapt to the environment and the teacher must not try to take the child out of the environment.*

Utilizing ICT can help the teacher to integrate students and to overlook issues of sensitivity and mentality. ICT is a key resource used by the teacher to offer proper and continuous training, to help people with disabilities to integrate by following proper methodology and techniques. The study by M.Collins and Z.Berge describes the role of the teacher, when called upon to participate and coordinate a activity using ICT.

- *More time as a consultant and mentor.*

The teacher does not offer ready-made answers, he plans the learning experience, he encourages initiative and self-management, he does not work individually but as a member

of a learning group. The teacher develops greater sensitivity to the learning preferences and peculiarities of the students. The change of the role of the teacher mainly concern the content cognitive subjects and the ways of learning. The computer is converted in a tool of knowledge and work.

The role of the student with special needs is changing. From a passive receiver of knowledge he becomes a creator of his own knowledge. He is member in teamwork, he communicates with his classmates, has access to resources and material. We must read a phrase that says very clearly that “every school should be a community, which jointly takes responsibility for the success of the failure of each student». Of course, a successful integration is not intended to be considered a school successful or in continuing a large number of children in higher education.

The criterion of success is the success of education for all school students. ICT through special programs promote student’s independence and the student is no longer a mere user but is the key factor in integration. There is a different approach to higher education. It is very difficult because there is often a competitive logic in their operation universities, something that in Greece is not so pronounced in primary and secondary education. Of course in the university community it does not convince us only the presence of people with disabilities in the amphitheaters but their participation in all forms.

Here the utilization of ICT concerns their participation as students, researchers or PhD candidates. Especially related to competitions and exams, the university community must support people with disabilities. For example, all notes must be also in relief form since there are blind people. This presupposes one special design but also didactic applications with customized study materials. In other words, the student with special needs can choose the assessment of whether it is oral or written, but also the university community to extending exams for most of the academic year.

5. ENSURING EDUCATION - BENEFITS

Utilizing the potential of ICT can help essentially in upgrading the type and form of knowledge provided to people with disabilities. It brings Special School closer to society and in contemporary approaches to teaching and pedagogical research. The pedagogical role of ICT can be defined for all categories of general and special students at five levels:

- *Technological literacy*

In the education of individuals in ICT as a separate didactic subject for the purpose of teaching technological literacy and shaping the conditions for the development of pre-professional knowledge and skills.

- *Supervisory Instrument*

In the use of ICT as a means of extracting information of any kind, as means of rehabilitation means of communication with the person and environments with which it was impossible, due to the nature of his disability, to communicate with the person. It therefore functions as a means of expanding cognition.

- *Communication restoration*

The use of ICT as means of communication and as supervisory means for the purposes and objectives of teaching.

- *Cognitive*

The use of ICT as a cognitive tool as well as a field for their expansion at the cognitive level.

- *Relax and have fun*

The use of ICT for relaxation and fun.

The benefits arising from the introduction of ICT in the Education of students with special educational needs, which highlights its necessity implementation, are summarized in the following points:

ICT	Utilization in special
Ability to program as a thinker machines at the level of teaching, of learning and communication	education Motivation of these students
Ability to shape interaction in areas that were inaccessible to them.	Socialization, collaborative learning
Their adaptation to the level of learning capacity of each user, therefore in their special capabilities and in their limits.	Develop confidence, everyone can be actively involved, depending on their own abilities.
They require all their existing skills people, after providing a 3D image, their sound, speech, motion, digital systems, possibility of receiving and sending of its sensitive sensory messages user	Strengthening their self-confidence
Ability to model problematic cognitive areas	Continuous contact with teachers when they cannot have direct access due to their problems

ICT	Utilization in special
Ability to create microworld simulations and other open learning environments	Teachers activating environments many of their senses and hence the individual as whole. Balanced evolution of the whole from a closed school environment in an open pedagogical space in which parents (and others) are involved (social partners) as co trainers and co-therapists

6. DIGITAL EDUCATION - DIGITAL GAP

In accordance with the decision of the European Parliament (Brussels 19.12.2002) approving the multiannual program 2004-2006 for the effective integration of information and communication technologies (ICT) in European education and training systems - electronics program learning- in the last decade the spread of the Internet has resulted in one unprecedented access to a wealth of information and resources. The full development of the Internet's potential for improvement on the one hand access to education and training, and its quality learning is crucial for building European society of knowledge. Not only education but also social cohesion and Europe's competitiveness are increasingly dependent on the latter's ability to adapt education systems and training to take advantage of the potential of the Internet. In the action plan for e-learning (e Learning) the latter is defined as «the use of new multimedia technologies and the internet, to improve its quality learning by facilitating access to resources and services, as well as exchanges and remote cooperation».

In this vision, ability use of ICT is a new form of education - the so-called digital education. Particular attention is paid to combating the digital divide. In the context of the Luxembourg process, the Council called on the Member States to seek «the development of e-learning for all citizens», in and its resolution of 18/10/2001 encouraged Member States to take action on in the field of e-learning with the aim of their full participation disadvantaged people in the knowledge society. The development of the knowledge society and economy involves the risk of a new kind of social disadvantage, namely the digital division.

The internet access or the inability to comfortably use of ICT tools become an obstacle to social inclusion and personal development. In a few years, for example, the majority of jobs in industry and services now requires the use of ICT-based tools. Online public services make it easier and more user friendly to the user the access of the citizens to the public administration. However, this for some may be an additional obstacle for others. This often happens to individuals and groups who are already victims of other forms of exclusion. The solution to combat the digital divide belongs to the field of education. It is about promoting digital education.

Consider the whole field of digital education, taking into account the various ways in which the use of the Internet and electronic devices can become part of our daily habits. On the one hand, the use of the Internet requires excellent knowledge of the mother tongue and other languages as well as basic IT skills. On the other hand, people require a whole range of skills: ability in the field of media, creation, production, and use of new digital services, design of new educational objects and toys. The countries of Europe must consider all the skills required and reconsider teaching key educational skills - examples to be emulated will be identified and create synergies. Only then will the Internet be able to serve as motivation for learning, extending the physical boundaries of the classroom with access to information and communication environments.

7. INDICATIVE EFFICIENCY REPORTS – “SMART APPLIANCES”

- *Students with special learning difficulties (eg dyslexia)*

This is the group that has problems reading and writing correctly. Symptoms of dyslexia are: the reversal of letters, omissions, mirror writing, permutations. In general, the text is illegible while they have space orientation problems. The research data of recent years certify that the use of new technologies can help to reduce the onset of symptoms. The visual and auditory stimuli provided by the computer, clean and regular presentation of the text, software aimed at correcting errors and that remind grammatical rules help these students (Singleton 1991).

- *Students with mobility problems and sensory impairments.*

Students with physical disabilities belong to this group (inability to move) or malfunctions of the sensory organs (problems sight and hearing). There is a large number of students who cannot make even simple moves: like picking up a pencil, flipping through a book, writing. Some even fail to pay attention, to keep their head steady. Even in these situations new technologies suggest: special devices attached to the head or foot and with the help of an accessory keyboard used. In addition, the user is enabled by looking at the screen on which the data is displayed successively and at the corresponding slow rates, to give the appropriate command with a simple switch or by moving a special cable. There are many examples of paralyzed people who with the voice or the opening and closing their eyelids they manage to use the computer and have results similar to those of individuals without kinetics problems.

But also for those students who show slight forms of kinetics difficulties devices have been developed, such as keyboards, that do not affected by awkward user manipulations, such as hand trembling, unstable movement of the hands, prolonged pressing of the keys or corresponding material but also software, which performs many automated functions

thus minimizing the complexity of the requirements movements. Students who get tired easily due to muscle weakness can use laptops at school and respond successfully to the requirements of the school.

People who are unable to speak can communicate through the computer, typing the desired signals. Also screen readers are basic tools for any blind user, with the help of the voice synthesizer program the reader is able to read the screen data via the sound card and the computer speakers. Simultaneous Braille screen support gives visually impaired people who use them another possibility to access information. Special programs can pronounce any text displayed on the screen (documents, menus, web pages, emails, etc.) even to pronounce both icons and most graphic elements. Students that have vision problems (blind students) have the ability to work with touch keyboards and using appropriate software, which utilizes hyper-text media, to have access to the literature.

8. STUDENTS WITH MENTAL DISABILITIES OR MENTAL RETARDATION

These are the students who learn very slowly in relation to others or those with mental retardation (IQ <70). For these students, using appropriate games simulation and using keyboards corresponding to images or concepts, can involve them in everyday activities (such as money transactions, comparisons and calculations sizes) thus understanding mathematical concepts. In addition, it allows them to explore mathematical relationships, to approach Geometry, and discover quantitative phenomena. They can be helped with monetary simulation programs and basic arithmetic operations (addition, subtraction, multiplication) or solve elementary arithmetic problems. Also with the use and development of database software students can learn very slowly to master mathematics concepts and acquire problem-solving skills.

9. WEB ACCESSIBILITY FOR PEOPLE WITH SPECIAL NEEDS AND IN SCHOOLS INTRANETS WITH ASSISTIVE TECHNOLOGIES

W3C was created to lead the WEB to its full potential with development of common protocols that promote its development and ensure its interoperability. It is an international industry consortium jointly organized by MIT Laboratory for MIT LCS in the USA, the national research institute in computer science and control (INRIA) at the University of France and Keio in Japan. The services provided by the consortium include: a repository of information on the World Wide Web for those responsible for development and users, and various prototype and sample applications for to demonstrate the use of new technology. Currently over 450 organizations are members of the consortium. For more

information see <http://www.w3.org/> UAAG 1.0 is written for software developers, and addresses requirements such as accessibility of the user interface, performance of information accessibility, and the choice of users in the configuration of browsers and media players. These guidelines also address interoperability of mainstream browsers and multimedia players with assistive technologies used by people with disabilities. The UAAG 1.0 guidelines are third parties in a supplementary set of web accessibility instructions that already include Web content accessibility instructions Content Accessibility Guidelines (WCAG 1.0) and feature capability 1.0 Authoring Tool Accessibility Guidelines (ATAG 1.0). These guidelines will transform all school sites so that have accessibility.

10. SITUATION IN GREECE

The Ministry of Education and METRO 1.1, which concerns «Equipment and networking at all levels of Education» will Procurement and Installation of Computer and Special Equipment in Special Education Units, have as a priority the supply and installation of computers, networks and special equipment to cover the needs of special education institutions in Greece. The goal is to create support equipment laboratories in special education institutions to serve teaching and learning for specialized types of people. Types of such students that will benefit from the project are: (a) visually impaired, (b) people with mobility problems, (c) people with mental retardation problems and (d) people with hearing problems. The implementation of the project will primarily address students who attend special education schools (SMEA) and general education schools, teachers, and parents but also administrators and Scientific Organizations of the Ministry of Education (Directorate of Special Education, Pedagogical Institute). The ultimate goal of the proposal is to improve what the educational system provides for people with special educational needs. The design of their equipment of Assessment Diagnostic Centers (PSDCs) and SMEs aims at the effective implementation of law 2817/2000.

This law seeks to capture key objectives concerning: the development of students' personalities with special educational needs improving their abilities and skills, to become possible their integration into the common education system and their coexistence within the society, their vocational training and their participation in production process, their mutual acceptance within the society. The achievement of the above objectives is pursued through a series of measures and services, such as with teaching methods, with the use of teaching material, with administration of instruments, with special equipment, with all kinds of facilities and ergonomic arrangements, with diagnostic and evaluation procedures, with pedagogical and psychological support, with physiotherapy, occupational therapy, education speech, social and counseling work and with transport services and movement of students with special needs, etc.

The modernization of the logistical infrastructure, therefore, supports the necessary differentiated didactic approach and promotes the integration process. This harmonizes the educational policy, which concerns the disabled, with essential principles of Equality - "Integration of European Countries. The criteria activated for the distribution of the budget by institution degree, Special Needs and form of Special Education have to do with:

- the individual needs in relation to the current situation
- the range of services required
- the beneficiary student population

The goal, in short, is to create a school for all, with teachers' programs, objectives, infrastructure and support dynamics to serve expectations that meet diversity.

11. CONCLUSIONS

In general, the use of ICT allows students with special education needs to participate in the educational process with strong possibilities of success. Many students, due to their severe physical weaknesses are forced to stay at home, but they manage with the help of a computer to attend distance learning courses and acquire knowledge. In addition, continuous development of electronic communication networks (Internet) provides significant opportunities for teens and young adults with disabilities to self-educate themselves by transforming free time - they are often confined to a wheelchair and watch TV - in time to study, self-education and productive work. The utilization of new technologies is the great challenge and opportunity offered to our society for equal participation in cultural and educational systems of students with special educational needs.

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4. Needs Analysis in Practice: EFL (English as a Foreign Language) Needs Analysis in the Context of Adult Education in a Second Chance School

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ABSTRACT

Needs Analysis surveys help teachers and practitioners discover the needs of adult learners enrolled in educational programs. Conducting such surveys is considered critical in order to decide on the most appropriate methodology, teaching methods, and coursebook selection. The purpose of this paper was to show in practice how the learning needs in relation to the English language of a group of adult learners enrolled in a Second Chance School in Greece could be explored and analyzed. Their language needs, interests, preferences for activities, topics, and approaches to work were explored in order to define their learning profile and decide on the most appropriate teaching methodology and syllabus. A quantitative method of data collection was used and the answers of all the members from the specific group were gathered. The findings have shown that the group of adult learners prefer to engage in traditional ways of learning while they express reluctance when asked about using more innovative methods of learning. The majority displayed a genuine interest in the topics introduced, and they related learning English to practical matters like being able to communicate orally or in writing in different social situations. The needs analysis survey revealed also some difficulties associated with learning the English language, most of the obstacles being linked to external factors like time constraints and fatigue. What this small-scale research proved, was the importance of conducting a needs analysis before designing and implementing any language course for adult students.

KEYWORD: EFL(English as a Foreign Language), needs analysis, adult learners, Second Chance Schools, continuous education.

1. INTRODUCTION

At the European level, a significant percentage of young adults have graduated from lower secondary education at most. And although one of the main goals of the Euro-

pean Union is to fight against school dropout, alarming studies show that 20,5% of young adults between 18 to 24 years old have completed lower secondary education at best (EAEA, 2022). The European Union promotes the need for a sustainable knowledge-based economy, meaning that all its citizens must have equal access to education and job opportunities. This is the reason why in 1995 under the name of “Teaching and Learning: Towards the Learning Society” (EAEA, 2022) the experimental project of Second Chance Schools came to life. The project was designed to offer new educational and training chances to young adults who lacked the basic qualifications to access job markets or further training. In Greece, adult learners enrolled in Second Chance Schools must follow a two-year programme, and during this period, they have the opportunity to acquire basic knowledge in the field of languages, mathematics, physics, and esthetic education.

The present paper explores the learning needs of a group of adult students enrolled in a Second Chance School in Greece. A detailed description of a specific teaching context in a Second Chance school follows, supported by a literature review on needs analysis. Also, a detailed reference to the methodology of the survey is presented, including the analysis of the questionnaire’s structure and rationale. A detailed discussion of the needs analysis findings is included next, closing the paper with a focus on the significance of needs analysis for classroom practice.

2. SECOND CHANCE SCHOOLS IN GREECE

In Greece, the English language is compulsorily taught from the age of four, meaning from kindergarten, until the last grade of high school, meaning 14 years of education that include English classes. At the primary level of public and private education, English is taught for three hours per week, while at the secondary level of public and private education, English is taught for two or three hours per week depending on the class in which learners are enrolled. Learners are placed in groups according to their level of proficiency in English, and materials and coursebooks are selected according to these levels of competency (Ministry of Education, 2016).

Second Chance Schools are part of the public educational system in Greece since 2000, being under the supervision of the Youth and Life-Long Learning Foundation, which is controlled by the Ministry of Education. The foundation of these public schools started as part of a European programme, having as goals to enhance literacy, mathematic knowledge, and IT abilities among adults who have not completed the compulsory secondary education when they were young, offering this way the opportunity to fight against social exclusion (EAEA, 2022). The English language is one of the competencies taught in Second Chance Schools, by English teachers, the majority of whom

have followed different seminars or even completed post-graduate programmes related to adult education and life-long learning.

3. NEEDS ANALYSIS IN ADULT EDUCATION

The teachers in Second Chance Schools should design syllabuses in cooperation with their students, for example when deciding on thematic areas of learning, or when collecting materials that are relevant to the student's everyday lives and interests (Kazantzi & Zafiri, 2019). This is the reason why needs analysis is considered indispensable in the process of creating and implementing any language course (Tzotzou, 2014) and must be the very first step in the designing process (Ibrahim, 2016).

As coursebooks are a core part of any curriculum, also the need to conduct a needs analysis before starting any language course should be at the center of course design. Having investigated the needs of the future adult learners can prove to be the route to be followed by teachers in order to appreciate what should be done during the language course. The needs analysis can serve as a general framework for educators to pursue in relation, of course, to the curriculum requirements, offering a wide compilation of information related to the specific group of learners.

The term 'needs' refers to various aspects of the learning process, including wants, lacks, expectations, requirements, and constraints. It refers to all the language skills necessary for the learners to communicate effectively in a foreign language context (Tzotzou, 2014). A distinction between product-oriented need analysis and process-oriented needs analysis is made in the literature. Tzotzou (2014) mentions this distinction and explains that researchers may engage in product-oriented need analysis in order to discover the discrepancies that exist between the current and the anticipated English level of the learners, or in process-oriented needs analysis, which examines learners' motivation, learning styles preferences and expectations they have. The current survey represents a process-oriented needs analysis.

It is of utmost importance to refer to the target population of the survey. The learning needs of adult learners are quite different from the learning needs of children and the way we teach adults should be different from the way we teach young learners. Children engage in learning activities because this is what they are told to do by either their teachers, their parents, or society in general, without questioning why they have to do it. As opposed to young learners, adults need to have a reason in order to participate in specific learning activities. They are constantly trying to connect the desired learning outcomes as defined by the teacher to their own goals and progress (Athanasίου et al, 2014). Teachers must consider the fact that adults have different personalities, different learning styles, and different backgrounds (Athanasίου et al, 2014). Adults attend

school with the hope that the education they receive will have a practical orientation and it will connect to their previous experiences. They also hope that the knowledge acquired in school will help them operate more efficiently in everyday activities, and finishing their studies will enhance their accessibility to the labor market (Kazantzi & Zafiri, 2019).

4. RESEARCH METHODOLOGY

4.1 Procedure, participants, limitations

The present paper is a small-scale needs analysis survey conducted by the English teacher in order to investigate the learning needs of a group of adult students in the context of learning English as a foreign language (EFL). A convenience sample was chosen, the participants were selected because they were ‘convenient’, since the researcher is also their English teacher. The adult learners have not completed their compulsory education and are currently attending their first year of studies in a Second Chance School in Goumenissa, Greece. They have a three-hour course of English per week, and they are all beginner learners. There are no compulsory textbooks for Second Chance Schools, and the syllabus for the English course is decided by the teacher for each group of learners, according to the principles of the current national curriculum for teaching foreign languages.

In order to exploit the learning and educational needs of the specific group of students the following research questions were addressed:

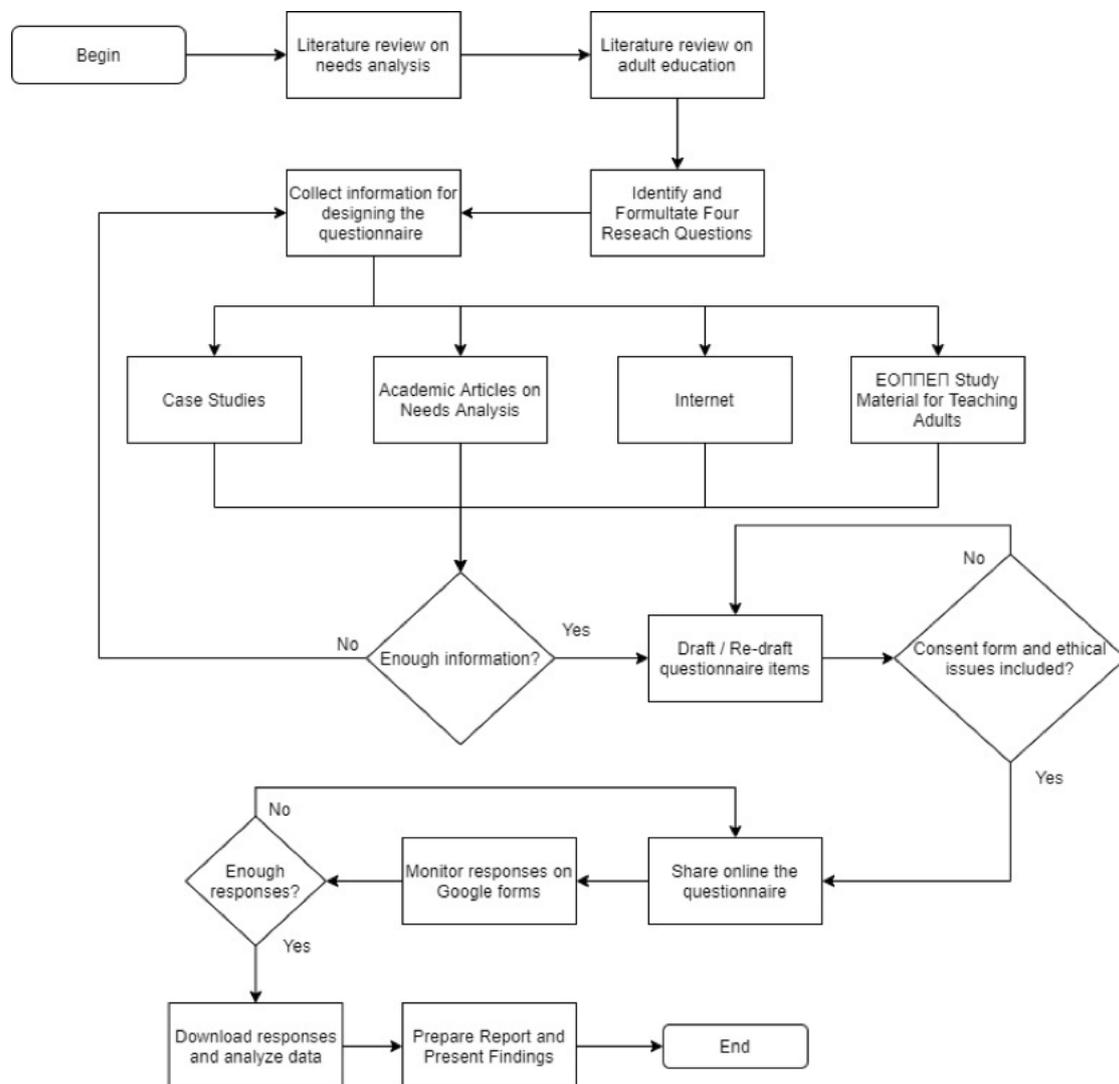
- RQ1. What are the attitudes of adult learners towards English language?
- RQ2. What are the preferences of adult learners regarding activities and modes of work in relation to their English class?
- RQ3. What are the preferences of adult learners regarding topics in relation to their English class?
- RQ4. What are the difficulties/obstacles adult learners encounter in learning English?

To gather the research data, a questionnaire was designed and administered online. The quantitative methodological approach was preferred because the opinions of all the learners were considered necessary. Also, self-administered questionnaires are economical and practical to administrate, they preserve the respondents’ confidentiality and can be submitted whenever the respondent has the time and the willingness to do it (Leung, 2001). As opposed to interviews, questionnaires could be administered in a short period, with the respondents expressing freely, anonymously, and under no pressure their opinions (Creswell, 2015).

The survey has limitations due to the small number of respondents (23 responses) and because they represent a convenience sample. But for this case, the English teacher wanted to have a clear picture of the needs of this specific group with no intention to generalize the results to other groups of students. Each group of learners is unique, meaning that before the beginning of any language course, the language teacher must engage in investigating the learning and educational needs of the specific students.

4.2 Steps of the Needs Analysis

The following flowchart describes all the steps in carrying out the needs analysis, from the initial literature review on the subject to presenting the findings.



4.3 Description and rationale of the questionnaire

The questionnaire starts with a consent form, in which the person who is conducting the research introduces herself, the purpose of the survey is stated, and the importance of responding is underlined. The teacher/researcher included also a brief statement about confidentiality issues and the anonymity of the data. The respondents can contact through email the researcher with any questions.

In line with the literature (Burgess, 2001, Leung, 2001, Ahmed, 2015), the questionnaire asks short, simple questions, of one or two clauses in order to avoid confusing the respondents. The questions are precise, enquiring for one piece of information at a time. The items included in the questionnaire were created as Burgess (2001) advises, by combining creative thinking with already tested questionnaires measuring students' needs for English language (from Ahmed, 2015; Sabah & Ibrahim, 2016; Abu-Snoubar, 2017) and relevant adult education literature (Athanasidou et al, 2014; Kazantzi & Zafiri, 2019).

Researchers suggest that easier questions should be included at the beginning of the questionnaire, for the respondents to get used to the process. As an exception, simple questions related to demographic aspects and personal details should be left for the end of the survey (Burgess, 2001; Leung, 2001). This is also how the present questionnaire was designed.

The questionnaire is structured in five main parts. The first four parts refer to the four research questions mentioned above in the order they were introduced. The questionnaire includes 44 items in total. Two 5-point Likert scales were used: from *Strongly Disagree* to *Strongly Agree* and from *Not at all Important* to *Very Important*. The items refer more to oracy skills rather than literacy skills. Speaking and listening are considered priorities, since adult learners are attending Second Chance Schools only for two years and there is not enough time to acquire equally knowledge of all the four skills. From initial class discussions with the learners, the teacher has understood that adults are more interested in learning how to communicate orally in English, and this is the reason why there is a tendency on focusing on such items in the questionnaire.

The first seven questions were set to measure the attitudes of the learners towards English language. The next thirteen items located in the second part of the questionnaire refer to the activities and modes of work preferred by the learners. These items were designed after conducting a literature review on the characteristics of adult learners and the conditions for effective learning found in Tipas et al (2014) and Athanasidou et al (2014). The third part of the questionnaire includes eleven items, and the respondents must grade how important is for them to be able to communicate orally or in writing in different situations. Since the number of hours for the English class is limited, the teacher wishes to focus only on topics that are relevant and important to the learners. The

list of topics was created after consulting several coursebooks specializing in *Teaching English to Adults*. The nine items in the fourth part of the questionnaire were included because it is very important in adult education for the teacher to be aware of the obstacles/barriers faced by adult learners in the learning process, in order to adapt the syllabus accordingly. The last part of the questionnaire provides demographic data such as age, gender, marital status, and current employment status.

5. FINDINGS OF THE RESEARCH

The data were analyzed via excel. The demographic information is important since adult needs for learning English may vary according to participants' gender, age, marital status of current employment status. Related to demographic data, there were 18 women and 5 men who answered the questionnaire. Most of them were between 25 and 54 years old. More than 60% of the respondents were married. Almost 40% of the respondents were unemployed, and only 26% of them were employed with a full-time contract. Only from this information, we can understand the difficult situation in which these adult learners find themselves. We can assume that poor employment conditions or lack of employment for many of the respondents help them decide to return to education, in an attempt to acquire new skills and knowledge, and change their employment situation.

5.1. Findings for Research Question 1

The first research question had as goal to reveal, in general, the attitudes of the specific group of adult learners towards the English language. The results of the analysis show that 90% of the total sample population considers that learning English will make them more educated, will help them better promote their business, and will offer them more job opportunities. We can conclude from these answers that the English language is seen as a vital competency nowadays, and knowing English is a “must” in our society.

Almost 90% of the respondents enjoy learning English in school, meaning that the English teacher has an advantage during classes, the advantage of working in a pleasant, positive environment, which is crucial for transmitting knowledge to adults and communicating with them. Only 25% of the learners consider learning English very difficult, and these are also the students who came in contact with the English language learning process for the first-time during classes in the Second Chance school where they are enrolled.

5.2. Findings for Research Question 2

The second research question asked the respondents to rate different types of activities and ways of acquiring competency in the English language. They had the opportunity

to choose among different teaching and learning methods, some of these methods being more traditional while other methods being more modern according to the literature.

Considering the preferences for how to work inside the classroom the respondents show a preference to engage in activities with the whole class (more than 80%). Around 70% of them like to work in pairs or in small groups while very few (less than 20%) prefer to learn English by themselves. Almost 74% of the students want their English teacher to put all the new information on the whiteboard and afterward each of the students to copy this information into their notebooks. Around 80% of the respondents show a preference to learn English by listening to the teacher talk and learning through repetition and translation. It can be inferred that learners favour specific ways of conducting educational and training activities because they feel more familiar with them, because this is the way they were taught many years before when they were young learners.

Around 65% of the respondents show a willingness to learn English by taking part in role-plays, which is one of the most used teaching methods in adult education that brings results. Only half of the students consider that the English language can and should be learned through watching videos and documentaries, as an alternative method to the other above-mentioned methods. Also, only half of the sample population would like to learn English by listening to conversations among English native speakers.

We can relate the students' hesitation to use modern methods of learning to the fear of failure. Adult learners try to avoid using unknown, for them, methods of learning because they believe that they will not be able to complete the tasks, or that they will be put in difficult situations. They prefer to engage in repetitive activities, like memorizing grammar rules, learning English through 'vocabulary memorization', repeating phrases after their teacher, and doing translations from Greek to English and vice-versa, showing again their tendency toward traditional, 'old-fashioned' methods to learn foreign languages.

5.3. Findings for Research Question 3

The third research question asked learners to show their preferences for a variety of topics selected from different coursebooks designed for adult students in Greece and other countries. Almost 87% of the respondents want to be able to read and understand short texts in English related for example to instruction manuals, job advertisements, or tourist information. All the respondents want to learn how to ask for and understand information about means of transportation (trains, buses, planes), and learn how to ask for and understand directions inside a town. 95% of the learners want to learn how to order meals and drinks in restaurants and cafe bars or understand and communicate at a hotel reception or just be able to make basic telephone contact and understand spoken messages.

All the respondents want by the end of the two-year English course in the Second Chance school to be able to write short texts in English, like sending an email, writing a letter, or replying to a chat conversation. Most of them (95%) wish to offer and respond to greetings, compliments, invitations, introductions, and farewells in English, and understand and talk about jobs and daily routines by the end of the course.

Some of the topics were not on the list of preferences for the specific group of adult learners. Respondents seemed less interested to learn how to describe feelings and emotions in English or asking and responding to questions about self and family. Adults want to avoid discussing these topics since such topics imply sharing sensitive, personal information about each other.

5.4. Findings for Research Question 4

The last research question evaluated the difficulties and obstacles encountered by the specific group of adult learners in their journey of acquiring basic skills in the English language. Around 50% of the respondents consider learning English to be obstructed by the *age* factor and by the *physical tiredness* factor. This means that adult learners are many times tired when they come in the afternoon to attend classes, a fact that can be confirmed also by their English instructor. Embarrassment in the classroom was pointed out as an obstacle also in learning English by some of the respondents (32%). Around 40% of the students declare that lack of time makes learning English difficult, and this statement has basic support if we think about all the responsibilities adults have during their everyday life. They sacrifice time and energy in order to follow the school's program and be active participants in it, but, unfortunately, many times external factors obstruct the learning process in which the adult students are involved. Half of the respondents encounter difficulties in learning English because they cannot attend regularly the English classes, due to personal problems. Unfortunately, they skip training activities, and they are left behind by the rest of the class. Because some of the respondents perceive learning English as a very difficult task, they prefer to attend other classes (35%) although their presence in the English course is compulsory for graduating from the Second Chance school.

6. CONCLUSIONS ABOUT THE SIGNIFICANCE OF THE NEEDS ANALYSIS FOR THE CLASSROOM PRACTICE

This paper offered an analysis of adult learners' needs and preferences for learning English in a Second Chance School in Greece. A series of conclusions can be drawn from the needs analysis conducted. As presented above, adult learners have in general a positive attitude toward learning the English language. They prefer various types of

activities and ways to acquire knowledge in English, with a tendency to opt for more traditional approaches to learning. Adult students want to communicate in English on a variety of topics and they consider the teacher as being a central figure in the learning process. It can be inferred that the topics selected from different coursebooks seem to correspond almost entirely to the adult learners' preferences for topics in this school.

The fact that many of the respondents affirmed that they encounter difficulties in learning English due to tiredness, personal problems, or lack of time makes the teacher's role inside the classroom very important since he or she will have to find ways to help the adult students keep up with the learning process, encourage them systematically not to lose their enthusiasm for acquiring knowledge. Many times, the teacher will have to reconsider the teaching practices, and the way different language phenomena are explained or approached, in correspondence with the students present in each class and taking into consideration the different external factors that might affect each teaching session.

Even though the teacher cannot control everything that happens inside the classroom, and during each English language course, still he or she has a very strong tool in their hands (the needs analysis) in order to plan and implement a proper syllabus and a suitable methodology for the entire course. The needs analysis, although limited, it is hoped to help learners reflect on their learning strategies, identify their needs, and better control their learning process. Researchers have highlighted the necessity to concentrate on the experiences and the needs of the adults when designing syllabuses and educational materials. This way the teacher can draw a profile of the learners in order to determine and prioritize the needs for which they require to learn English.

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5. Human Resource Management with Intercultural Characteristics in the Health Sector

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ABSTRACT

Many elements of the theory of human resource management come from the general fields of business and management. Nursing management includes knowledge of staff management related to recruitment, selection, certification, assignment, retention and promotion. The purpose of this study is to analyze the parameters related to management strategies of departments staffed with nurses.

Method. A search of the relevant literature from international and Greek books as well as a search from electronic databases was carried out. (Medline, Pub med, Scopus).

Conclusions. The cornerstone of the theory of nursing management is that employees are managed with the goal of maximum productivity and fulfillment of the mission of the organization. The efficiency of human resources in the health sector consists of hierarchical development, motivation, employee satisfaction, working conditions and life-long learning.

KEYWORDS: Human resources management, Health units, Labor productivity, Intercultural Studies

1. INTRODUCTION

With the plethora of information constantly presented through new information and communication technologies, “information literacy” - a concept unknown until yesterday - is today perhaps the most critical axis of skills that the individual needs to develop as equipment for his lifelong learning and for his participation in society. During the second half of the century we are going through, the world has changed drastically and is characterized today by intense social and economic changes, as well as by ever-increasing rates of technological and scientific developments. This means that individuals who have developed strategies for lifelong self-education can respond more quickly and effectively to the challenges posed by these rapid changes. We often see them referring to the Knowledge Society, the Information Society, the Learning Society. All these con-

siderations raise the knowledge at the heart of economic growth. In recent decades the pace of both the creation of new knowledge and its devaluation or destruction has intensified. In order to be financially successful today, it is less important to have a specific and specialized knowledge base than to have the ability to learn as well as to forget. In today's market economy, success for individuals, businesses, regions, and national economies are required for quick learning and quick forgetting, as old ways of doing things often prevent you from learning new ways. These changes affect the economic and professional structure of the labor market. Less hierarchical as well as more flexible forms of business organization are beginning to emerge, which place emphasis on self management and therefore require new skills and knowledge from employees. Thus, "learning to learn" expresses a relatively recent social need, which is based on the assumption that much of what young people are learning today will be surpassed, and their knowledge will be rendered useless in the face of developments in science, technology and society in general. "I am learning to learn" means that I am learning about how I am learning, as an individual, so that I can continue to learn autonomously, flexibly and effectively. This concept includes attitudes, knowledge and skills, some of which can be taught. but most importantly "I learn to learn" based on my experiential experience from school and university.

Aim: To explore effective strategies for self education and the prospect of continuing vocational training in the field of health.

2. METHOD

The method used to collect the material was the extensive and systematic review of the international and Greek literature. The Pubmed electronic database was used for the collection of the English bibliography and the chapters, books and articles from the GoogleScholar electronic database were selected for the Greek bibliography. The keywords used in combination were "e-learning", "nursing", "education" and "training". Out of the total of 126 recovered articles, 23 articles were used, ie only articles that had the criteria that we had primarily set, such as referring to the continuing education of adults and especially health professionals with clarity. Limiting the chronology helped for a more modern work based on the latest articles. Articles that were not accessible to the public were excluded, provided that the full text was read and not only the summary.

3. RESULTS FOR LIFELONG LEARNING AND EDUCATION OF ADULTS

It is necessary to refer to the central terms used in this review and this is because terms such as lifelong learning or lifelong learning education are often included in texts of national and international organizations in order to indicate in most cases individual areas

and areas of educational activities that are part of the conceptual scope of the above two terms, but do not identify with them. According to the typology, educational activities are classified into the following three types:

- a) formal education, ie the hierarchically structured and time graded educational system that includes all levels of education, from preschool to tertiary, as well as all study contents of these levels (general and vocational education),
- b) non-formal education: this category includes any organized educational activity, other than the formal education system, which has specific educational objectives and a defined audience (for example, continuing vocational training programs, foreign courses languages, etc.),
- c) non-formal education, which includes all the contexts in which citizens acquire knowledge, skills and form attitudes and values, through the impact of the environment and everyday experience (family, work, internet, libraries, etc.). Essentially, the integration of the above three types refers to the content of the term lifelong learning, ie an approach different from the conventional one in order to understand and design the processes related to learning, education, educational institutions and the educated citizen - with key element of differentiation is the concept of continuum. Lifelong learning includes all learning and educational activities of any type, level and content that take place in formal, non-formal and non-formal educational contexts and in which citizens of all ages and educational levels participate, at any stage of their biological and social cycle. Vergidis (2001) states succinctly that “lifelong learning is an approach to all educational activities that allows them to be formed in a continuous educational, in constant interaction with the socio-economic, political and cultural reality”.

4. HISTORICAL BACKGROUND & E-LEARNING CATEGORIES

Historically, the explosive development of e-learning took place from 1990 to 2000 with the simultaneous rapid development of new technologies. The use of the computer as an educational tool has grown over the years. Education with the new technologies, as it was formed, could be categorized into: a) computer-based education (computer based training, CBT), b) web-based education (web based training, WBT), c) education based on technology (technology based training, TBT).

5. THE ROLE OF ADULT EDUCATION IN THE FIELD OF HEALTH

In recent years in our country, but also in general around the world, the organized continuing educational activity continues to be a problem in various workplaces. This type

of training began with the contribution of technology, the development of cooperatives and various companies, large multinationals and smaller groups, such as organizations and associations. The result of the action of the above factors was the need to create the employee as a creative citizen, the formation and organization of Adult Education and the search for new modernized methods to improve it. Participation in SEE - Adult Education programs is manifested in terms of the desire of medical, paramedical staff and health administrations for the acquisition of certified knowledge and specialization, for professional development and improvement, who could take advantage of their current or future position.

The ultimate goal of this shift in knowledge is considered to be the need for a more effective response to the expectations of society as a whole. Naturally, however this trend is driven by other reasons different for each professional. Such reasons can be sought in personal aspirations and professional motivations such as avoiding exhausting working hours, improving the job, social advancement of employees, upgrading prestige and developing the academic level significantly affect their participation in SEE. The process of human resource development combined with the advancement of employees' skills in any field, expands the knowledge, as it minimizes or even frees the staff from any mistakes and shortcomings it may have, by adopting the training.

The training is a set of actions that are achieved in order to deepen by the trainees the necessary professional knowledge, as they emerge through the constantly evolving work environment. In addition, Continuing Vocational Training develops the already existing knowledge and skills of professionals, while it takes part in an ongoing process to ensure further training, such as to meet the demanding conditions of the labor market and the requirements of the job. A well-organized continuing education aims at maintaining, renewing, upgrading and modernizing professional knowledge and skills. In this light, in the field of health, the specialties that are directly related to it, are called to take on a role with many requirements in their daily professional practice with insufficient training and preparation. Thus, the quality of the care offered should be the main goal and care of its services, since it is important for everyone.

Then, the improvement of quality care can be achieved through the improvement of nursing and the services provided, as well as through the promotion of activities for a supportive, safe work environment. Nursing care is directly affected by the educational and trained level of the nursing staff. In addition, as the needs for providing health services with the highest quality and specialized assistance to the patient increase, the nurse must overcome the basic educational deficiencies, lack of protocols, insufficient legal coverage and limited autonomy.

Today's consumer seems to be particularly aware of the issue of quality. The continuous improvement of the quality involves the whole organizational structure and "em-

powers” both the health personnel and the users of the health services in the formation of a modern management structure and perception (Hellenic Society for Quality in Health, e.g.). Which makes it certain to create actions of this level.

6. EDUCATION IN THE HEALTH SECTOR

F. Nightingale in 1860 had first pointed out the need for continuous training of nurses, but even today is treated occasionally and without. The requirements of the time, therefore, require continuous training of nursing staff. Emphasis is given on guided learning and clinical practice as a means to provide solutions to the ever-increasing and diverse problems that arise daily in health centers. For this reason, the certification of cognitive achievements and the renewal of service expectations concerning health workers, should promote professional development and continuous improvement of the quality of health personnel. An effective health system depends mainly on the adequacy and quality of the health staff. Special reference must be made to the special training that must be provided to all health care professionals. Some funds will be required for this training, however, the saving of this money is considered to be done directly by the improvement of the efficiency of the services.

The training of health units through e-learning In adult education, e-learning is carried out with the use of digital tools with the assistance of telecommunication systems, in order to facilitate the interaction of the learner with the other learners and the teacher-coordinator. In the beginning, e-learning took the form of correspondence courses and then in the form of e learning is carried out with the help of e-learning computers. Within the framework of the undergraduate studies, it strengthens and complements the educational material of the educational institutions, while in a postgraduate program and in the Continuing Education, it enriches the knowledge and the ability of the participants. Adopting the phrase of Rogers (1999), regarding e-learning “It is a process of distribution, mutual appreciation, two-way learning” and recommends the modern depiction of the educational process in elearning. Therefore, the infrastructure to operate systematic training programs for health specialties, exists in the training offices of hospitals. Instructors and trainees are located in different physical spaces. Such programs, however, have a part that is implemented through the practical process.

Technological education in the field of health is extremely necessary, formal or informal. In an age and in an area where the ways and tools are evolving rapidly, the familiarity with digital systems becomes a given but also the need for continuous training of those involved in the field based on the use of technology. In the context of the concept of adult education, the self-improvement of employees in the industry must be a personal choice to a large extent, to be guided by the will to learn. To some extent this can be

achieved significantly through observing how colleagues work with each other, sharing knowledge and discussing experiences, online method search and social networking. In a workplace such as in the health sector, however, the professional is often required to take part in actions and develop knowledge that includes their development with adequate training in educational and technical content. The innovative - as the most easy to use - learning tool is considered e-learning. E-learning directly enriches the knowledge of trainees, defying many problems. Its types are: the modern (which takes place in real time providing the possibility of answering in the form of teleconference on an electronic platform), the asynchronous (which allows the storage of the material to be studied for future use) and the combination of the platform with the living lesson. Although it is a demanding process, e-learning is applied worldwide and in Greece with positive results. The combination of forms of education could be the ideal solution for the continuing education of nurses. E-learning shows that it can fill the gaps of the traditional.

More specifically, e learning communities give a student-centered structure to learning. They also offer geographical freedom, time flexibility, as long as the training process is adapted to the educational needs of each individual learner. Thus, the quality of knowledge of the health executive without deeming it necessary to remove the workforce from his workplace and allows the educational process with the cooperation of members of health and those involved in this field. These structures, if adequately coordinated, structured in the right way and entice with the right motivation, make it easier for employees by giving them much more benefits than the traditional method of teaching (Lifelong Training of Health Executives through Electronic Learning Communities, e.g.). At the same time, the knowledge provided is controlled, reformed and enhanced to be accessible by people who do not belong to the community. However, the process of transferring education is accelerated as there are more centers of knowledge that dictate access to highly scientific educational material. On the other hand, e-learning provides the same advantages but with a slower training process, since any questions must be written to be answered, which makes the process time consuming.

E-Learning as a pioneering learning tool can be a means of lifelong training of nurses, contributing to their professional and personal development, but also to the upgrading of the services provided by the health system. The goals of the online learning program are to provide knowledge, information on new practices and innovations, and support and cooperation among stakeholders. New Internet possibilities, such as distance education as the main mean of continuing education, are gaining new meaning within the Internet. There is now in practice the possibility for the same intensity and pace of studies, regardless of the physical presence of instructor and trainee in the same space and time. Easy access to all global resources and the ability to use them gives anyone interested the opportunity to seek advice, influence and centers in the field of interest.

The advantages of e-learning are that a) less time is required, which makes it especially easy for busy people, b) the participant himself chooses the physical learning space and does not have to move from his workplace, c) usually does not have to participate in entrance exams, d) all trainees can ask for the immediate help of their other colleagues or the coordinator in their program, d) there is a continuous flow of information on the material, structure and study guide in training, e) functional costs are reduced, e) the courses are scheduled according to the learning pace of each apprentice and f) for the participation event there is no age limit, educational level and profession. Definitely, the positives of each object are overshadowed by some negatives. The main thing is that the trainee should be with someone to be constantly encouraged and motivated to complete his training. Secondly, there should be security in the selection of trainers and care for their evaluation according to the needs proposed by the season. In addition, the learner should not be possessed by ignorance of the use of electronic media but should have the background and technological knowledge for such an endeavor.

7. ADVANTAGES-INCENTIVES OF LIFELONG LEARNING IN HEALTH UNITS

Development at the health level is determined by the suitability and training of the staff of the public health centers. The following phenomenon is observed: the Health Professionals, having completed the cycle of their undergraduate studies, seek to continue the education, organized or not, compulsorily or voluntarily. For this purpose, actions have been formulated that provide nurses, doctors and other employees with opportunities for personal professional development, in order to effectively ensure the high level of health. The adult education of the health units also includes the attendance of postgraduate studies of the medical and paramedical staff for further improvement at the same time as their work. The benefits of Lifelong Learning for healthcare workers affect not only learners but also their colleagues, patients, and societies, as greater and more substantial care is offered. Socially, the reduction of costs and the minimization of errors and accidents on the part of health workers, makes Postgraduate Education more mandatory.

In addition, education provides more effective treatment to patients. On the other hand, the personal benefits are many: from self-improvement and enhancing the knowledge of health professionals to score and certify training. It is necessary to emphasize such important areas as emergency medicine and nursing, which are evolving at a very fast pace. It is generally accepted in recent years (much more so even after research conducted to develop the level of training programs) that Continuing Nursing Education and Medical Education directly contribute to improve the quality of services provided

to citizens who visit the health centers. Also, the actions of adult education contribute to the reduction of work stress. As a result, the best working climate, the effective solution of service problems, crisis management and the professional satisfaction of employees are highlighted.

8. CONTINUOUS EDUCATION IN HEALTH PROFESSIONALS

Since 1960, continuing education has been aimed at vocational training after higher education. In 1990 its use was extended to other areas of education. Continuing education aims at the feedback of general and special knowledge through organized educational activities, or individual initiative. Starting from this position, a form of continuing education is distance education that uses information technology and telecommunications. It is characteristic that the instructor and the trainee are in a different physical space. At first it was in the form of correspondence courses and then in the form of e-learning with computers. Currently, e-learning is considered a pioneering learning tool, as it uses electronic platforms and virtual learning environments. At the undergraduate level, it strengthens and complements the educational material of educational institutions. It enriches employees' knowledge in postgraduate and lifelong learning, overcoming significant obstacles. E-learning seems to be a demanding process. However, it is already applied worldwide and in Greece, with significant results. In 1997-2007 in the USA a survey of 45,996 health professionals (21,264 nurses) who participated in a distance learning program showed that there is great satisfaction for the program, statistically significant in relation to the socio-economic background of the participants.

9. MODERNIZATION AND HUMAN RESOURCES MANAGEMENT OF GREECE

The globalization of the economy and society has brought about substantial changes in the current work environment, which is characterized by capacity, competitiveness, as well as instability and uncertainty. The specificity of the health sector, and therefore the importance of planning the management and development of human resources, lies in the specificity of the disease threat, the rapid changes in health systems and the frequent changes that lead to technological innovations. Human resources in health are characterized by high specialization and labor intensity. Especially the above are observed in the medical-nursing potential, which records its action in a science that is extremely dynamic and changing. Lifelong learning in health sciences is one of the key prerequisites for ensuring a high level of service delivery. Education is important for health professionals, as it guarantees their professional, scientific and economic development, but at the

same time it is a moral obligation of the medical staff, as the effectiveness of their work is not evaluated by numbers but by human lives. At the same time, the Lisbon Strategy was adopted by the Member States of the European Union in March 2000 and resulted from the desire to give a new impetus to community policies with the dominant motto “a knowledge-based society”.

What is sought is a modernization of social welfare and education, with an emphasis on renewal and innovation. Regarding the management of human health resources in Greece, the goals of the Lisbon Strategy in health focus on two thematic axes: lifelong learning and research and development. Adopting and adhering to this logic, according to the World Federation for Medical Education (WFME), Continuing Medical Education/ Continuing Professional Development (CME / CPD) focuses on “learning based on individual needs and specific occupational conditions.” activity of each health professional, in personal professional progress, in maintaining and deepening his ability (through his knowledge, skills, behaviors) to meet the ever-changing needs of patients and the dynamic requirements of the health system, the medical profession and society to the challenges posed by leaps and bounds in scientific progress “. The main goal of Continuing Medical Education / Continuing Professional Development (CME / CPD) is the quality care of patients and in this direction can contribute the cultivation of theoretical knowledge, clinical skills, clinical leadership of the health team, communication with patients and colleagues, medical ethics and ethics, teaching, research, administration.

10. CORRELATION BETWEEN LIFELONG LEARNING AND INTERCULTURAL EDUCATION

Taking a look back at the history and evolution of Adult Education (AD) we realize that it has a direct correlation with culture. This term has historical roots in the 19th century and was created to describe an education system, which had a compensatory function and aimed at reducing the cultural disadvantage and social exclusion felt by people of that time with a lower educational and cultural level. One of the pioneers who dealt extensively with Adult Education and tried to separate it from that of minors was Malcolm Knowles (1913-1977), who with his book *The Modern Practice of Adult Education: Andragogy versus Pedagogy* (1970) formulated the theory of andragogy. According to him, adults have a wide range of experiences, which they want and are asked to include in the learning process. These experiences, which are directly related to the social and cultural environment in which they have been raised, captured and expressed (and) through language. The above considerations focus on the individual and underestimate the context in which the individual lives. The importance of the context is highlighted by Mezirow with the theory of transformative learning.

Learning must therefore be a process that transforms the frame of reference, on the basis of which the individual perceives and interprets his experiences. The aim is to guide learners through critical thinking to reconsider their fundamental perceptions, in order to form a more satisfactory and better organized image of the world and their place in it. At this point the E.K.E. meets the principles of Intercultural Education, which includes any form of education aimed at managing the cultural differences of students/learners. Paulo Freire also linked the challenge of social change with adult education, whose educational approach is based on dialogue, practice, awareness and experience. The act for Freire, aims at the humanization and transformation of the socio-cultural environment of the learner, a goal that, after all, is a basic search of intercultural education. The aforementioned theoretical concepts are reflected in structures and programs and can coexist aiming at the maximum possible benefits for the trainees. The institutionalized European Lifelong Learning Programs provide in the best way the possibility of utilizing the dynamics and the positive elements that each term brings, provided that the appropriate didactic/pedagogical framework and the corresponding methodological tool are found.

11. QUALITY & DIGITAL LEARNING IN HEALTH

The development of digital technology and the developments of the knowledge society in recent years, progressively cause radical and rapid changes in all areas and especially in the field of health. In this context, e-learning applications and the way in which quality is ensured are of interest. Traditionally, the quality of higher education has been ensured mainly by the level and professionalism of academics, the principles of academic activity and the rigor of criticism by the academic community. However, the practice of lifelong learning combined with e-learning shifted the focus from the teacher to the learner. It is very important that e-learning systems in the field of health are improved and achieve certain specific levels of quality that will ensure proper education. There are still few e-learning systems already integrated into basic and continuing health education and training. Quality in e-learning is becoming an increasingly important issue in the research and professional communities.

12. ASSESSMENT OF THE EDUCATION & TRAINING NEEDS HUMAN HEALTH RESOURCES IN GREECE

Education and training of human resources is an essential parameter in the development of human resources of the health system. In our country, the absence of a national human resources policy makes it difficult to plan appropriate services to effectively cover the population. The situation becomes even more difficult due to the lack of a system

for recording and monitoring the sizes and characteristics of the health potential. This policy should set clear lines in the areas of supply (education and training), demand (recruitment and employment) and administration (growth, geographical distribution, productivity) but also measurable targets. Continuous in service nursing education is undoubtedly necessary in the clinical field. It is therefore imperative that nurses nowadays expand their knowledge through continuing education. In the field of health, the supply of knowledge of the health professional is a main goal, in order to contribute to his professional life.

13. CONCLUSIONS

In Greece, despite the existence of an institutionalized framework for the training of human resources in health, the reality reveals an environment where fragmentary assessments and educational planning are made, an environment where anachronistic institutions are maintained, the absence of any critical approach to postgraduate and continuing education, and continuing staff training. In addition, learning is not simply the absorption of information, facts and theories, but the development of critical thinking, in order to deal with the abundance of information that overwhelms us. On the other hand, the advantages that lifelong learning offers to health professionals are, in addition to access to new knowledge, the ability to explore their qualifications, abilities and skills so that they can cope with the multitude of changes, new technologies. and successive developments in the field of health. The modern health professional needs to learn constantly. This will take place between the harmony of the basic education he has already received as it is considered a prerequisite for his professional competence, and the participation in continuing education programs in combination with the thirst for learning, as all of these are noticeable features of the increased of his professional conscience.

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6. Spirituality of children with disabilities and deafness

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ABSTRACT

Spirituality is a neuralgic aspect of human being. The meaning spirituality can be divided into two categories. The first and massive one is from religious point of view, and the second one is from the family, educational and academic aspect. Non-material constitutes an extremely crucial factor to the growth and development of children due to the fact that, is the most significant substance of people's life. In this chapter, spirituality and its two categories will be elaborated on children with disabilities and deafness. Having in mind the first and most important category of spirituality, will be displayed how pastoral care of Christian Church embraces children with disabilities and deafness. Moreover, will be explored the meaning of dignity in Christianity, references in Holy Bible will be underlined about these group of people and how Jesus Christ is an exemplar in ministry of people with disabilities in general. In addition, the contact between Church and these children will be mentioned. Furthermore, a few facts from the psychological approaching about the mental characteristics of youths with disabilities and deafness will be studied. As a result of the second category of spirituality, will be presented the role, the perception and spirituality of family in the cultivation of youngsters who receive specialized support and also the part of special education in seeking to identify the particular spiritual needs which emerged and how interference by specialists could fulfill them.

KEYWORDS: Spirituality, Children, Disabilities, Deafness, Education, Christianity

1. MEANINGS

1.1. Disabilities or special needs

The diversity of modern society is seen at various levels of social action and life. It is not only the different races, the gender, the religion, financial situation, profession, that sets people apart and makes them unique, but also physical condition, illness, disability. Despite the fact that, children with disabilities are minority in society, in essence they are sensitive and remarkable part of it.

December 3rd of each year has been designated as World People's Day with Disability. Gatherings are taking place, a lot is being written about rights of these people who have previously been described as "People with special educational needs", "people with special needs", "people with disabilities".

People with hearing problems, the deaf and the hearing impaired, also belong to this category. Although some deaf people do not feel that they have a disability, as well they see deafness as a characteristic element of their personality. They communicate using the sign language, which is their connecting link and makes them a unique cultural and linguistic community with its own history and tradition.

The terms "special needs" or "disabilities" are an umbrella terms for a wide array of diagnoses. Disability is an incurable functional impairment that is congenital or occurs later in child's life and somehow prevents the fulfillment of some basic needs. According to the World Health Organization, the words "impairment" and "disability" are defined as:

- «Impairment: Any loss or abnormality psychological, physiological or anatomical structure or function».
- «Disability: Any restriction or lack of (as a result of impairment) ability to perform an activity in the manner or within the spectrum of activities, which considered as normal for a human being».

People with special needs or disabilities may be concluded:

- People who are blind or with partial vision.
- People with learning or mental disabilities.
- People with deafness or hearing problems.
- People with physical disabilities.
- People with long-term illnesses.
- People with mental problems or psychological difficulties.
- People with acquired brain damage.

When a phrase such as "disabled young person" is sounded, then tends to convey a message that the most important worth mentioning about this person is his disability. It is much better to hear a phrase like "young person with a disability", because this emphasizes the person first without rejects the reality of disability. Terms like handicapped, invalid, cripple, spastic are offensive and derogatory and should be avoided.

1.2. Deafness

Hearing is vital for every living being. In humans, hearing is connected to many factors such as speech, formation of language and externalization of thoughts and emotions. In

animals especially, hearing is crucial for their survival and facilitate their orientation through sound signals. Vision and hearing are probably the most senses due to the fact that, living creatures realize better the world and life in general.

The first sound stimulus is received at the fetal age and is completed at the childhood. Hearing is a sense of paramount importance in order to flourish speech, communication and learning.

In our ages, over 5% of the world's population (approximately 430 million people - 432 million adults and 34 million children) require assistance in order to reform their 'disabling' hearing loss. Referring to 'disabling' hearing loss, there is hearing loss greater than 35 decibels (dB) in the better hearing ear.

An individual who is unable to hear like someone with normal hearing thresholds of 20 decibels (dB) or better, is said to have hearing loss. Depends on the level, hearing loss can be categorized to mild, moderate, severe, or profound and can affect both ears or one.

People with mild or severe hearing loss referred as 'hard of hearing'. Those humans usually communicate with spoken language and can be assisted by cochlear implants, hearing aids, captioning and other devices. 'Deaf' are characterized those who have profound hearing loss, which means a little or no hearing. In this case, sign language used mostly.

Many factors can be encountered that may cause hearing loss or deafness:

Prenatal Period

- Genetic factors: hereditary and non-hereditary hearing loss
- Intrauterine infections, such as rubella and cytomegalovirus infection

Perinatal Period

- Lack of oxygen at birth time
- Severe jaundice in the neonatal period
- Low-birth weight

Childhood and adolescence

- Chronic ear infections
- Fluid in the ear
- Meningitis

Adulthood

- Chronic diseases
- Smoking
- Sensorineural degeneration
- Sudden sensorineural hearing loss

Factors across lifetime

- Impacted ear wax
- Damage to the head or ear
- Loud sounds
- Ototoxic medicines or chemicals
- Nutritional deficiencies
- Infections and other ear conditions

When hearing loss is unaddressed may have impact on person's life in many aspects such as communication and speech, social isolation, stigma and loneliness.

2. SPIRITUALITY

2.1. Pastoral care meaning

In the rich Greek language, the word shepherd (“pemenas” called in Greek), where pastoral (“pemanteke” called in Greek) origins, is synonymous with the word herdsman. God in Old Testament wishes to offer shepherds to His people to catechize them. It is concluded that pastoral is not a simple ecclesiastical case but is science. As a result, pastoral is “art of arts and science of sciences”, in order to introduce the man in Church and lead him to the Kingdom of God. Jesus Christ calls all humans, without restrictions and criteria.

Church embraces people with disabilities and deafness. By doing this, helps them feel that they belong to the Body of Christ, where all His members are dignified and precious. Church's care for all these people is a consequence of not only the holy perception about the sacredness and dignity of human being, but also of the effort to emulate the model of Church's founder – Jesus Christ, in the ministry of the faithful who are the members of His Body.

2.2. Meaning of dignity in Christianity

The word ‘dignity’ is not a theological term. It is more philosophical or legal term. On the other hand, the content of this term, by meaning the unique value that characterizes humans is accepted by Church as a basic teaching. In other words, Church teaches us that every single individual is a sanctuary and decent being.

According to Holy Scriptures, human is the reason why the world created by God. The cornerstone of Christian anthropology is that man created from soil and water by God and then He gave him, His vitalized breath. The incarnation of the Son of God, His crucifixion, His death and His Holy Rise give to human being value and dignity. To every single human without any separation if someone is young or old, rich or poor, having any kind of disability or not. From the first human who lived in this world until the last ones.

2.3. Deaf people in The Bible

In Old Testament the Jews consider diseases as a result of sin. It is likely that the same would be applied for the people with disability, including the deaf and hard hearing. The deaf could not participate in the teaching of the Sacred Texts due to the fact that the procedure was done orally. Thus, is concluded from the data that they were excluded from the worship life of the Jews. In many passages of the Old Testament, concepts like “deaf”, “mute” or “mogilalos” are used allegorically, with the meaning of “silence”.

In New Testament, the meaning “deaf” has its literally meaning. For instance, in the first chapter of Luke’s Gospel, the announcement of the birth of Saint John the Baptist and the deafness of his father Zacharias is described, as well the restoration with miraculous way. There are many other references which will be analyzed, where Jesus healed deaf people. It is important to notice that each case is special and has a symbolic meaning.

2.4. Jesus Christ is an exemplar

Jesus Christ during His times on earth, did so many miracles and healed many persons who nowadays are considered people with disabilities, special needs or deafness. All his actions declare that His salvation mission and work include all humans without exception. In addition, it can be said that Jesus despite the fact that cares about all individuals, shows more interest for those who are sick, afflicted, neglected and doleful. Jesus said, «It is not the healthy who need a doctor, but the sick». (Matthew 9:12)

Moreover, many times Jesus leaks out that love and care for those who are suffering, disabled, and poor will have retribution from God. «But when you give a banquet, invite the poor, the crippled, the lame, the blind, and you will be blessed. Although they cannot repay you, you will be repaid at the resurrection of the righteous». (Luke 14:13-14). Alongside, He teaches us that those people will claim the Kingdom of God. «So, the slave returned and reported this to his master. Then the owner of the house became angry and said to his slave, Go out at once into the streets and lanes of the town and bring in the poor, the crippled, the blind, and the lame». (Luke 14:21)

2.5. Church and children with disabilities and deafness

The contact between Church and children with disabilities and deafness in their early ages becomes through their parents. Afterwards, when youths grow up and start to realize as much as possible their condition, Church should have a direct relationship with them. This contact could become through specialized people like phycologists, special education needs teachers and volunteers who can cooperate with priests in order to support and embrace these children and show them the truly love which represents God’s love.

The terms spirituality and mentality may seem familiar, but in reality they are completely opposite between them. Spirituality refers to the soul of human being, instead of mentality which refers to the psychological approaching of humans.

A child with disability or deafness may present a variety of emotions during his lifetime. Obviously, it is impossible to analyze all of them in this article. Besides, we the most common will be mentioned. The first one, is the sense of inferiority. After the passing of years and when he starts as much as possible to understand the world and his/her surrounding, a child realizes that he/she is not able to do things that other kids can do. All things conclude that he/she may start to underestimate himself/herself. Furthermore, the feeling of shame may occur due to the fact that a possible rejection by society may cultivate the desire to hide their disability in order to be accepted by others, instead of giving focus on their uniqueness. Moreover, the feeling of guilty. When a child feels that his condition causes difficulties, sadness and psychological pain to his family, then he/she may feel guilty in terms of feelings of self-blaming. In addition, only a few kids would like to make company with people with disabilities. Thus, these people most of the times are searching for friends because they feel loneliness. Another emotion is sorrow. This usually accompanies with all the previous mentioned feelings but becomes more intense when they realize that they are unable to achieve some personal goals and they are depended on others. They start thinking that their situation will not change and then sorrow becomes more intense. Finally, one of the worst feelings is hate. All the previous detailed emotions may cause the bad feeling of hate not only for themselves, but also for their parents, their family and even God. The feeling of hate usually connects with the desire for self-distraction.

Each person has his own personality which is shaped by his mental abilities, physical characteristics and emotional state. The social development of children with deafness is influenced by many factors. Kids with severe hearing loss usually have delayed development of their social skills, due to low self-esteem and dependence on others. In addition, they also present difficulty in developing internal control of their selves, they experience isolation situation, and also have more behavioral and social adjustment problems than their listening peers. Parents have their own part of responsibility for this situation, because sometimes they have high expectations and overprotect them. As a result, kids develop immature behavior. Moreover, children with deafness between 8 – 15 ages consider their selves, less popular among the student community and believe that they cannot be friends with listening kids. Some of them are isolated, do not play with others or seldom disturb them. Sometimes, they are suspicious with listeners and for this reason they develop relationships with other deaf people. In general, deaf persons have sensitive character who adopts to situations difficulty. Understands the world with eyes since he cannot hear. But when the ability of hearing is

needed, then he feels isolated and cut off. The time and degree of hearing, the human abilities on psychokinetic and spiritual level and the reaction of family environment regarding the disability, play an important role in the personality of the deaf. Moreover, persons with hearing problems may have low levels of abstract thinking. This happens due to their poor speech development and not for mental issues (Koutsomitopoulou, 1992). They usually have low ability to analyze and synthesize facts, lack of objective criticism and their imagination is not sophisticated (Zafiratos-Koylioumpa, 1995). Through sign language and lip reading, they cultivate their own culture and community.

Mental health of a child not only lies on the confidence, emotional state and behavior, but is shaped by many other factors, such as education, religion and civilization. The same is true with mental illness.

The treatment for all the above mentioned is extremely crucial not only for the children but also for anyone who is close to the kid and cares. There are two paths. The dark and the light path. The dark path is to let all the previous feelings presented, to conquer the entire personality of all those who are involved in. Then, mental conditions like disappointment and desperation may lead to unwilling situations and results. On the other hand, there is always the light way. In our issue, the way that Church and Jesus Christ offer. That kind of treatment can lead to a totally different approaching of any kind of illness, mental disability, body disability or any other condition and for those who believe to the Kingdom of God.

3. FAMILY AND SPIRITUALITY

Spirituality and/or religiosity are/is an existing part of soul for a child with disabilities or deafness, a long time before he seeks that dimension. Families with children with special needs usually inform that their faith is the most significant factor regarding of their decisions for issues which concern about individuals with difficulties (Blanks & Smith, 2009; Speraw, 2006). There are humans who interpret that the experience of growing a child with disabilities is a chance for spiritual development. Like a blessing (Luther, 2012) or a challenge (Blanks & Smith, 2009).

Sometimes society gives a spiritual dimension to the experience of raising a child with special needs, which expressed like the testimony of Jackie Hafter (2006):

«Special kids are given to special people». I was thinking about that from the first time it was said. Why was I appointed as special? Was I wanted to be special? Was I wanted to dedicate my life to a child with disabilities? Honestly, no. But I had to face a series of events where vanity would never survive.

[...] My son had just undergone to his third surgery, when hospital's rabbi visited us. He looked at me and said: «This is a big challenge for your soul». Then, I thought: «Are you kidding? No. This is a big challenge for my nerves. My soul is the one who motivates me to continue».

During phenomenological research referred to the role of special educators in the spirituality of children with disabilities, Suzan Speraw (2006) made preliminary interviews with parents. It is noted parents' common need to preface their involvement by ensuring first that researchers «know their child» and realize his uniqueness. Her observation is not unfounded at all. On the contrary, reflects to the general assumption that effective training is based on the understanding of children nature and the recognition that every kid is a unique personality, which means that educators have to know children as separate individuals and entities, in order to understand how each youngster views world (Luvmour, 2011).

4. SPIRITUALITY AND SPECIAL EDUCATION

Melinda Jones Ault (2010) refers that spirituality is not an object that special educators traditionally have served. Their basic target is to supply special services to individuals in order to any kind of disabilities or difficulties can be managed by them. Thus, the specialized training of special educators can contribute significantly to improving of supplied services like special education, occupational therapy, speech therapy to the direction of searching the meaning of faith and spiritual experiences.

It is a conclusion that spirituality is not an abaton experience for children with any kind of disabilities or deafness. Instead, the restrictions that may live youngsters regarding of non-material experiences are result of deeply rooted sociocultural perceptions, which maintain and perpetuate exclusion practices. Thus, for these children, spirituality can be expressed with multiple ways and especially through senses, through deceleration, through quiet pause and stillness, through pray and through a mediation relationship with nature (Barber, 2013).

5. SPIRITUAL DIMENSION OF EDUCATION

Professionals who work which children, rarely dare to follow strategies in order to acknowledge and manage with awareness, the spiritual dimension of education. This happens, due to the fact that educators feel the sense of uncertainty of what is spirituality, how it evolves, how could it fit with education and how could it differ with children with disabilities or deafness. In addition, a confusion or roles emerges because other departments are also involved except form educators, such as mental health professionals, psychologists and occupational therapists.

Another concern is that the knowledge which can be offer from the spiritual sector is unknown if it can be a part of the pedagogical culture for practical reasons. For instance, is the weekly didactic time sufficient for the proportional spiritual cultivation? How could the schedule be organized in order to be covered a vague lesson such as spiritual orientation? Is this an independent teaching unit or a pedagogical attitude and direction, which could be offered through the existing schedule? As reasonable as the previous questions are, it has not been set up any comprehensive political policy that directs the implements of a step like that. Below will be presented some educational directions, not only for kids with disabilities and deafness, but also for all children in general.

Outdoor environments

In an increasingly digital world of simulation and information, which is the role of outdoor spaces? Is there any educational value the creation and maintenance of outdoor spaces? How can we configure a physical space by meaning of content, dimensions and heteromorphism, in order to promote health, education, development, game and primary spirituality of children? A place for kids with disabilities must be different or not?

Access in green nature or aquatic environments brings higher levels of mental health rather than urban environments, which seem to negatively affect people's psyche. (Engemann, 2018; Green, 2018). Nature offers awe, aesthetic and holistic images of reality, which is difficult to be quantified. Also is full of unexpected multisensory pleasures, such as smells, sounds and unexpected discoveries (Joseph Campbell, 1991).

The estimate of nature's beauty and the observation of its functions, passes clear messages that allows children to built in knowledge, while forms connections with some important aspects of life, such as curiosity, impression, awe, mystery. Moreover, virtues like compassion and empathy can be developed (Zhang, 2010).

The most important thing is that all these stimuli, which is encountered outdoors are accessible even to a child with cognitive, sensory or kinetic restrictions. Every single child enjoys exploring and interacting with the environment around.

Strengthening of identity and integrity

The definition of intellectual disability is closely linked to our philosophy, attitudes and prejudices. And if we think about the definition seriously as it takes, is also linked to our practices. What is the meaning of intellectual disability? Scratch under the surface of the question and you may find that a much more crucial question is hidden. This question is: What is the meaning of life? (Blatt, 1987, p. 77)

As Burton Blatt mentioned, under the question that refers to the meaning of a person have any kind of disability, there is another crucial query, which is related to the

real meaning of life. There are many people who believe that God may have a purpose in giving them their disabilities (Schulz, 2005). And because of this, their life make sense.

For instance, there was a women called Helen Keller, who was blind and deaf. She said that she thanks God for her disabilities because through them she discovered herself, her job and her God.

Helen Kellers attitude was source of hope and inspiration. Could it be experienced or have the same meaning for anyone? Spirituality may motivate people's psyche in different ways, and one factor that may contribute to this differentiation is how much they are reconciled with their disability. Thus, spirituality can be a catalyst for people's psyche in order to be formed a relationship with their selves and God.

Future directions

Except from the analysis of Christianity point of view and also some modern empirical publications concerning of the development of spirituality for people with disabilities and deafness, composes the growing research activity of spirituality. It motivates all related professionals to include the spiritual dimensions of life to their perception for education. In addition, they could incorporate spirituality as a way of life in order to empower their teaching. As a result, this attitude could offer more opportunities for spiritual development to their selves and their students, regardless of having any kind of disability and deafness or not.

Especially in my country Greece, which is a pillar of Christianity, the pursuit of faith is a matter of human rights and social inclusion and cohesion. By excluding people and especially children with disabilities from this process, a kind of discriminated treatment is emerged that inevitably leads these people or children to deeper isolation. If the educational goals of each educational system are aimed at integration and parity, then a dialogue must be urged about the competence of spiritual development in childhood. Which will be the role of Church to the spiritual development and guidance of kids? What kind of opportunities from educational and cosmic spirituality are offer to children from different social and cultural backgrounds? How can these targets be accomplished when a kid has any kid of disability?

All things considered that there is a two-way and strong correlation between the spirituality of teacher and student, and also the quality of school teaching and learning. The biggest challenge of educators lies in the ability to combine academic excellence with teaching in a school environment, which will be conductive to authenticity, resilience, optimism and above all the best possible spiritual experiences.

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7. Teachers' adaptation to the new reality: Use distance learning tools

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ABSTRACT

The sudden onset of a global pandemic affects several areas together and education. Within a very short time, teachers were called to be properly equipped and familiar with distance learning software, in order to continue their teaching work. The necessary upgrade of teaching of course, is not a panacea even in technologically advanced societies. However, as positive part of the situation, is considered the beginning of its technological upgrade education. The aim of this work is both to record the concerns and the difficulties faced by older teachers in the new teaching data, as well as the search for different teaching approaches and techniques developed to successfully complete online teaching interventions. The research is carried out on primary and secondary school teachers education, by means of data collection an electronic questionnaire. The results highlight opportunities for development and improvement of future didactics practices and more.

KEYWORDS: approaches, practices, age, distance education.

1. INTRODUCTION

The presence of new technologies in the educational process brings the beginning kick for a new era in education. For several years, new technologies and tools of distance education, try to integrate into school teaching. Research on the benefits of such integration indicates that its presence technology in the classroom, can cultivate students' skills that are necessary for the labor market and disappear from formal education (NCTM, 2000).

However, the conjunctures and the material and technical infrastructure of schools in Greece, did not favor the universal integration of technology in the educational process to date. Her sudden appearance of the pandemic known as COVID-19, imposed the use of technology in education, in order not to stop or degrade the educational process. Consequently, the Greek Ministry of Education and each teacher were called in a very short time, to equip and get acquainted with various distance education software. This paper records the problems and difficulties that have arisen during this unexpected situation,

as well as and the good practices and teaching approaches developed to complete online teaching interventions Distance education as a new method that was already spreading more and more and as a fundamental method of open education systems and at the same time the point deviation and differentiation from the conventional ones, after the rapid developments and the closure of educational units due to COVID-19, was the only policy and educational solution in order to continue the educational and pedagogical process.

How distance education has started and what are the historical facts that are good to know; Distance education, inextricably linked to both “education” and “Training”, as with pedagogy, initially started as a part-time study organization continued correspondence by mail with already tested conventional books, used radio, television, telephone and in recent years has adopted almost all forms of modern technology: from mobile phones and computers, up to satellites (Keegan, 2001)

The term “distance school education” means the education provided by distance at the level of primary and secondary education and is distinguished in autonomous and complementary. In the first case the students study at educational organizations that provide comprehensive curricula that lead in diplomas corresponding to the conventional ones, while in the second case the trainees attend conventional schools but have the opportunity to choose and attend courses from other educational organizations (Vassala, 2005) Its main features are the distance that separates the teacher from the students and is a form of communication that takes place electronically (Kegan, 2001).

A more generally accepted definition of the term distance education is: The term distance education is used to describe those educators activities in which the learner is at a physical distance from him / her his trainer and uses some form of technology to communicate with him and have access to educational material (Simonson et al. 2011).

However an additional definition of pedagogical dimension according to Lionarakis (2005) is that: “distance education is the education that teaches and activates the student how to learn on his own and how to work independently towards a heuristic course self-learning and knowledge “. (2018, p. 5) proposed the following definition, which we also use in this the study: “Distance education is a form of education that brings together distance learners and contributes to the facilitation of learning activity around planned and structured learning experiences through various channels multilingual multimedia mediation that allows interactions between students, as well as between students and teachers “. Distance education has been explored for decades, especially since the 1990s, when technology and learning platforms began to emerge in education. As e-learning has increased, and so has research (Arnesen et al., 2019).

Forms of Distance Education and Teaching Methods According to the constructive model supported by Jean Piaget (1958), Lev Vygotsky (1988) and Jerome Bruner (1960) propose the following basic principles:

- a) Learning is an active and binding process
- b) Learning is a process of creating knowledge
- c) The function of learning at the metacognitive level focuses on competence of critical thinking and not in the search for the right answer
- d) Learning involves a social negotiation, a reflective state and
- e) The maximum is to learn how to learn.

These principles of constructivism and the fact that new knowledge can be built and acquired through prior knowledge, resulting in the role of the trainer is that of the facilitator for the acquisition of new knowledge, obtained or should be taken into account, inter alia, in the design of remote forms education. Distance learning is based on three axes of interaction: the instructor, the trainee and educational material (Lionarakis, 2005) with a key role in learning process to play the educational material while as a teaching method and learning, describes an organically structured set of tools and processes. According to Wedemeyer, distance education is distinguished in the modern ages with a goal (1981) to offer education in the time, space and place where trainees and the possibility of two-way communication with direct dialogue and in asynchronous which takes place in a different space from the trainer, but also in different time from the course delivery or course-based process in technological means, which ensures the flexibility of learners to learn in their own space (Thoms and Eryilmaz 2014).

Adult learners are given the opportunity to decide on their course and their learning and no time is wasted as they can participate in the process from their homes (Davis et al. 2019). In addition, for those who want to improve their professional and academic qualifications without leaving their job, the ex Distance education is often beneficial, as distance education can serve both learning and work (de Oliveira et al. 2018).

Since educational materials play a key role in the learning process, we will we must mention that the material includes the texts, which according to Lionaraki (2003) have a role to support the work of the learner, to activate, educate, teach, and enable him to learn on his own, autonomously and creatively while finally helping him to discover knowledge and information through specific activities and through processes self-learning. Apart from the texts, the audiovisual media have an important role in the distance learning process, videos, radio and television programs, aimed at creative study without the physical presence of the teacher and giving the opportunity to learning to see the results of his study. Modern Technologies, Internet and the World Wide Web, its services with features characteristic of the Web 2.0 and e-Learning 2.0 with the ability to be an educational process without existence of a standard organized course (Downes, 2007) support the asynchronous ex distance education while a basic technical requirement is the need to support IT in both software and hardware (Billings, Rowles, 2001)

During the first decade of the 21st century, there was a significant shift in teachers systems in distance education (Saba 2011). In fact, for the last 30 years, gains and maintains ground in education while being an important aspect in various educational environments through the employment of various technological applications, as mentioned above, that connect learners with their trainers (Moore et al. 2011. Simonson et al. 2011).

2. TEACHERS AND DISTANCE LEARNING TOOLS

Digital learning is an opportunity to offer high potential for development and improving the quality of education. Leads to the transformation of the traditional teaching standards. From the second decade of the 21st century, it was officially established that Stormy development of technology was affecting the distance more slowly education compared to other sectors. The progress made by the development of young people technologies in distance education was not as expected resulting in no radical changes take place immediately (Bokor, 2012; Keohane, 2013).

Teachers around the world seem to share the influence of technological development in education procedure. Research that has been conducted shows their positive attitude towards the advanced way of learning, but also their prejudices (Kaplan, Haenlein, 2016).

More specifically, they argue, distance education should be offered as complementary to lifelong learning. Thus, the prevailing view is that educational community is far from universally adopting distance learning education, despite the efforts of large educational institutions and universities to integrate distance learning practices into their curriculum(Steel, 2006; Kaplan, Haenlein, 2016).

Factors that are an obstacle to distance learning During the introduction of New Technologies in the educational process, many efforts came to integrate, for the transformations required. But this did not ensure the immediate adoption of innovative approaches and methods. Many educational institutions have not yet adopted systems to promote systematic change or experimentation allowing innovation to enter (Allen & Seaman, 2012).

In some cases, there has been a shift in focus to new technologies in education. Due to the special and impressive properties in revolutionary technological developments, attention began to be given not to educational and learning variables that included but more in technological features. At the same time, it was taken for granted that any innovative technology was developed where was instantly accessible to everyone, as cell phones could instantly be used in the educational process by enhancing its distance dimension. But the technologies used for teaching and learning can not automatically and autonomously to bring immediate results. This means the existence of one technology alone, no matter how innovative, can not consolidate a system ex distance learning and

bring about the expected learning outcomes. Educational institutions must be responsible for adopting appropriate ones policies to remove barriers to its used technology (Stephens, 2007).

The increased costs required by the use of new technologies, in relation to the problem of misuse of technology, there is a possibility that it will not make the most of their potential. This problem results in a shortage training in the use of new technologies and the attitude shown by teachers versus technology (Valentine, 2002). At the same time there is the perception that the technology can improve the quality of the curriculum. But the result of distance education depends on creativity and good teacher information (Greenberg, 1998). Lack of education is obstacle (Palloff & Pratt, 2000). Other factors that are not taken into account are required in the design of new digital organizations for distance education with physics consequently become ineffective, since their innovative dimension lies especially in technological rather than educational features (Laurillard, 2012).

3. COMMON PROBLEMS AND LIMITATIONS ON PLATFORMS

Distance learning is supported by the use of modern digital platforms that support video conferencing. Video conferencing is a reliable tool with many possibilities and is implemented with modern two-way audiovisual communication (Panagiotakopoulos, et. al., 2013; Armakolas, Panagiotakopoulos & Magkaki, 2018; Kanellopoulos & Koutsoumba, 2019). Teleconferencing or distance learning platforms cover increased demands but also challenges. Utilizing them gives many possibilities, but mostly brings all the participants together with a real picture into one ideal space (Panagiotakopoulos, 2013)

The classic table, file sharing, task submission, tools to participate in virtual classroom, the image and sound of all the participants are some of the constant evolving features of a digital platform. If we take them into account constantly higher connection speeds, then we can discuss how the teachers and learners in this learning environment as well as which factors affect this. However, interaction is a determining factor in each educational process (Kioulanis, Panagiotidou & Balkanos, 2016). The problems that may appear while using the platform:

The degree of PC & Internet operation as well as the connection speed

- The effect of sound quality in a teleconferencing environment.
- The effect of image quality in a video conferencing environment.
- The video conferencing environment if it is a friendly-attractive classroom environment.
- The video conferencing environment if it does not include a text chat area.
- The video conferencing environment if utilized with audiovisual material.

The participatory classroom environment affects its effectiveness teleconferencing. To what extent does the tool affect the effectiveness of video conferencing management of the “table”.

The degree of impact on the effectiveness of teaching, the problems that may be created: in sound, in image, in connection, in the use of space text chat, using the platform. Dealing with common problems Instructors and trainees in the teleconferencing environment, accept interactions influenced by their perceptions of themselves, their learners as well as both their relationship. The learning process in a classroom Video conferencing becomes an unprecedented experience, but with a high degree of complexity as it differs from traditional teaching. The platform that becomes the Teleconferencing should be flexible in promoting teamwork without losing the individuality. It is confirmed that the working groups cause a higher degree of learners’ interest in greater participation. Through this collaboration the trainees are more involved in the educational process guided more complete (Armakolas, Panagiotakopoulos & Magkaki, 2018; Armakolas, Panagiotakopoulos & Frangoulis, 2020).

The acquisition of know-how as well as the technique support, play an important role in cases where problems will arise during the duration of a video conference. Participants achieve positive behavior by acquiring greater self-confidence (Lawson & Comber 2014). The satisfaction of the trainees collected as an efficiency indicator (Armakolas, Panagiotakopoulos & Magkaki, 2018).

Efficiency in a video conference is related to many criteria. The teaching via video conferencing is a lively process and during which many factors are involved. Research shows that effectiveness is inextricably linked to technical characteristics sound, image, speed, etc. Teamwork shown by the trainees as well as the common space of the platform they use has a special role and degree of importance in the effectiveness of video conferencing. The problems presented in teleconferencing and the ways to solve them have the subject of research by many researchers. Trainer support time - trainees, the preparation to be done on both sides so that be able to meet the needs of teleconferencing software, the degree interaction, adapting the teleconferencing learning environment to interests and educational needs of learners and the ability are alternatives in educational planning are the most important (Smith, 2011).

The technical problem that can occur in a video conference at high degree of internet connection. A reliable connection can have satisfactory results in terms of sound, image and finally participation. The process of entering the application can have a degree of difficulty causing stress to someone who wants to join a video conference. The latest video conferencing platforms technology, have simplified the entry process by achieving smoother participation in the educational process. Research shows that use of conversation through text helps in many cases e.g. when the image is fixed or if sound

has a problem, this communication solution gives us an alternative way communication. The teacher in a teleconferencing environment should be aware of capabilities of the platform, with all the advantages and disadvantages which they offer (Papadakis & Frangoulis, 2005; Frangoulis & Armakolas, 2009; Frangoulis & Karatrandou, 2009; Panagiotakopoulos 2013; Panagiotakopoulos, et. al., 2013; Armakolas, Alimisis & Panagiotakopoulos, 2013; Karvounis & Anastasiadis, 2019).

Therefore, through this knowledge and proper preparation, the appropriate conditions for achieving the objectives of the course by videoconference and the chances of negative developments during its implementation are reduced.

4. METHOD

The advantages of using technology in education and distance learning teaching, appear insignificant in the light of the irregular integration of young people in technologies in the educational process (Driskell et al., 2018). The gradual training of teachers and familiarization of students with distance education, offers the advantage of combining the pedagogical method with technology and educational applications of informatics, without degrading the quality of the course (Gras & Kuntz, 2008).

The present work aims both at recording the problems and difficulties encountered by teachers to cope with new teaching data, as well as in the search for different teaching approaches and techniques that were followed in order to successfully complete their online didactic interventions. In the present research effort the quantitative research was applied because we considered more efficient the collection of quantitative data and consequently the analysis with statistical tools and methods. Quantitative data is numerical or proportional and we can present in diagrams and figures, which makes it easier for us to interpret the results of our research (Dimitropoulos, 2001).

However, this quantification of on the other hand, does not prevent the qualitative summary of the results (Dimitropoulos, 2001). At the same time, in quantitative research it is possible:

- a) production numerical data that can lead us to a wider investigation of the subject (Cohen & Manion, 1994),
- b) the control of one or more cases,
- c) the interpretation cause and effect, and
- d) forecasts / estimates. Another positive element of quantitative research is that the researcher is also unknown participants anonymously, resulting in a more honest response to questions.

5. DATA COLLECTION

As mentioned above for the collection of research data we conducted a quantitative research. The research material on which we relied on comes from completing an online questionnaire which consisted of 24 queries of which 17 were closed-ended with based on the Likert scale and 5 open-ended questions that enabled to the respondent to develop a short answer.

6. RESULTS

After the presentation of the results of the research conducted to teachers vocational training during the reopening of data operators but adapted to safety measures due to COVID-19 we conclude that immediately the Vocational training teachers met the vast majority and adopted distance education in its asynchronous form in order to maintain communication with the trainees. The trainees, in turn, showed despite the difficulties, to adapt to the new educational situation formed and respond to new teachers data generated. The online social networking environments that integrate a multitude opportunities for interaction and communication and can be conditional, were a useful tool in distance education which was activated in many big percentage. The asynchronous distance learning platforms which are offered through internet information systems and these are integrated systems, which include a wide variety of course management tools utilized by teachers.

Typically we mention the eclass platform used by vocational training teachers, which is characterized by ease in use by both vocational training instructors and vocational training, without the need for specialized techniques knowledge of its use. Modern distance education which supports the simultaneous interaction between trainers and trainees, vocational training, trainers and trainees can have voice and visual communication located in different places (Mouzakis, 2004) was used by a small percentage of teachers but should particularly emphasized and as pointed out by the respondents, can not replace lifelong teaching, which promotes active interaction with the acquisition of knowledge. The need for teachers to be trained in both distance education and in the use of ICT is imperative according to research data and having whereas in the vast majority of all ICT-related research, their utilization in education brings positive results in their education trainees, under the necessary conditions - safety valves in their handling (Pekarova, 2008).

Finally, distance education through the creation of educational material appropriately designed for adulthood helps to eliminate social discrimination, offering all learners the opportunity to communicate, to learn, to explore, discover.

7. CONCLUSIONS

The emergence of a global pandemic created a sense of urgency in education to integrate distance education into its practices. Of course, the violent enforcing technology in the educational process is not a panacea for any education system, as there are several problems that need to be overcome in order to achieve the smooth integration of technology into the classroom. Typical example of these problems are the lack of equipment mainly due to high costs, but also the need for know-how by teachers. A distance learning needs the presence of many variables. The knowledge of teachers, the longer the time preparation, the necessary equipment and the familiarization of the students with the platform, is important factors for successful online teaching.

Consequently, the recording the concerns and difficulties encountered by teachers to cope with the new teaching data, is an important research for the future. Sure, the list of problems that may arise during teaching through internet may never be complete. In other words, the problems can be arise are many and would be difficult to count from a single survey. Instead in addition, various investigations are carried out from time to time in the light of this objective. However, the present investigation highlights problems that arose due to the emergency technology in distance education. Thus, taking into account results of the present work, but also the positive part brought by its conjuncture pandemic in education (introduction of technology in “old” Greek education system), can Greek teachers and the Ministry of Education be better prepared to use distance learning tools by offering thus a resounding upgrade in the education system. Still, the results that emerged highlight opportunities for development and improvement of future didactics practices and more.

In fact, in the international educational community, it has been proven many times, that research on teachers’ beliefs in the use of tools distance learning can improve distance learning intervention (Steel, 2006). More specifically, the proposals of the participants in the educational practice influence the design and development of educational websites and programs (Steel, 2006).

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8. The Ancient Greek Language through the crisis of classical humanities

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ABSTRACT

The humanities and especially the classical sciences are as many scientists argue in a continuous crisis and this in turn affects the content of its studies such as learning a classical language, particularly Ancient Greek language. Recent developments in prestigious universities and related research demonstrate the identity crisis of classical studies and the future of teaching the Ancient Greek language. The review of the literature in the Greek context and in linguistic definitions was done in order to consider Ancient Greek as a living or a dead functionally language and its importance in the context of classical humanities studies. The bibliography and study of articles shows the direct relationship between its teaching with the perception that prospective students have of the humanities. This study proves that although ancient Greek can be considered dead, the culture and ideas it represents through its texts are worth mentioning and teaching even if teaching needs to be done initially through translation. Also, research indicates that the crisis of the humanities, and therefore of classical studies, based on causes such as the elitist environment, the non-interconnection with direct vocational rehabilitation in an industrialized society and the rise of technology and science, is a worsening crisis of survival with no one being yet sure about the final outcome.

KEYWORDS: Ancient Greek Language, Dead Languages, Classical Sciences, Humanities, Crisis.

1. INTRODUCTION

Studying the prevailing trends in higher education (Schmidt, 2018; HESA, 2021) it is understood that the humanities, and within them the classical sciences, are in crisis. The number of students entering such fields of university education is low and constantly decreasing. This in turn has a serious impact on the learning of classical languages. The current university probably has a big role in these results and how it deals with the classical humanities studies. The university for its part is a living organism that is influenced

by the society and the developments in it. So this in turn if it wants to survive, it has to keep up and adapt to the circumstances. Shallow consumerism, government indifference to education, corporate greed and the general economic crisis combined with the labor market are some of the causes that can be considered. Many academics believe that the modern university has lost much of its humanitarian character on which it was based and had laid its foundations. One of the key issues is the curriculum which excessively increases the choice of courses by the students and does not guide the students as it is believed in a complete and educated character. In the midst of these reactions, countries with a tradition in the classical sciences, especially in higher education, in recent years seem to be lagging behind in maintaining classical curricula for learning ancient languages such as Latin and ancient Greek more and more. In secondary education, learning such languages seems to be in a more difficult situation, even non-existent in some cases.

This work will try through literature, articles, magazines and views of scientific discourse to highlight the role of the ancient Greek language in the current modern context. The place of ancient Greek in education will be examined, if it is considered a dead language, especially from the Greek point of view, and after a brief historical review, its future will be explored through the spectrum of the evolution of humanities and classical studies.

2. DEVELOPMENTS IN THE TEACHING OF CLASSICAL LANGUAGES

The recent decision of the American University of Princeton, led by Professor Padilla Peralta, to make the study of Ancient Greek and Latin optional on its main path to a degree in classical studies, resulted in a variety of different views on this change from the academic community (Spike, 2021). Several reactions focus on the marginalization and decline of the aforementioned languages and the general future of classical studies in higher education.

The well-known university of the USA in a recent announcement decided for the first time that the new students in the departments of classical studies do not have as a condition for the entrance the knowledge of Ancient Greek and Latin, nor the learning during the first degree. This decision was based on a general reasoning that the University's Department of Classical Studies had a long-standing relationship with the "systemic racism" of slavery and colonialism. Classical studies but did not have the opportunity to acquire the desired level of language proficiency of the ancient literature and were excluded for this reason. However, the university will continue to promote the teaching of Ancient Greek and Latin for anyone who wishes. Along with the abolition of the old classical program, it announces a new line of study with the study of "ideas and ways of

expression between ancient Greece, Egypt and the Middle East, between Rome and its enemies in North Africa and especially the common cultural elements between them”, as well as “Relations of ancient peoples with their natural environment. (Princeton, 2021).

According to Nehamas (2021) the situation is considered worrying but composure is recommended. However, he considers that in the subsequent academic course of post-graduate and doctoral level, the course without the knowledge of the language will be difficult to impossible. Students can attend some courses without the knowledge of Ancient or Latin or even get a diploma of classical studies without them but nothing catastrophic will happen. He says he will try to encourage and persuade his students to learn languages but not by force. He points out, however, that while he agrees with the opening of the department to more students in the humanities, it may be based on excessive political correctness. In the same vein, Kitromilides (2021) states that the abandonment of classical studies by American universities seems to be linked to the need for American society to disengage from its racist past. For him, however, language learning is just as important and necessary as the other courses in classical studies, even for students who have not had previous contact with languages. Professor Simon Critchley (2021) believes that this change is mainly due to the small number of language teachers in the US while at the same time being taught in expensive private universities. This is confirmed on the other side of the Atlantic in the United Kingdom by a recent British Council survey which found that Latin offered less than 3% in public schools as opposed to 49% in private schools (Collen, 2020). In support of previous research, Hunt and Holmes-Henderson (2021) add that in 2019 in the United Kingdom only 2% of public schools offer Level A Latin, i.e. the prerequisite level of language proficiency for classical English University study programs and only 0.2% Greek.

This abhorrence of recent years in classical studies, provided that it is known and further learned in higher education, raises questions again about the future of Ancient Greek as a language, about its use and whether ancient Greek is really a dead language.

3. ANALYZING THE DEFINITION OF THE DEAD LANGUAGE

The very term “dead language” is a deterrent to positive emotions and can very easily alienate and create negativity since dead, it is something that has no life, something that has ceased to exist. The absolute nature of the term has at times fallen prey to various political circles who have taken advantage of it to serve their own agenda in educational and non-educational matters. So, wanting to analyze the hypothesis if Ancient Greek is dead, it is necessary to highlight what the term “dead language” means scientifically, to clarify a few pieces and to find out where Ancient Greek is and balances.

According to the Oxford Dictionary, the term “dead language” is the language that is no longer the mother tongue of any community. Brenzinger (1992) states that “*a language is considered to have disappeared when there is no longer a speech community that uses the language*”. A language is alive when it has living natural speakers (Crystal, 2000). The term natural speaker refers to “*a person for whom a particular language is the mother tongue or the so-called first language, ie the language that was acquired naturally during childhood.*” (Center for the Greek Language). natural speakers use language daily from birth without having to have been taught it systematically in some kind of school and learned through experience and the senses. In other words, modern Greeks are natural speakers of Modern Greek. Respectively, the Ancient Greeks of Attica (because mainly the Attic-Ionian dialect is based on what we now call Ancient Greek) had Ancient Greek as their mother tongue.

The so-called linguistic death, either through linguistic shrinkage or linguistic decline, is a phenomenon that is not easily measurable or observable as it occurs in a complex social and political context that changes over time and depends on the geographical location of the region. Crystal (2000) categorizes the factors mainly into two main conditions: The risk to the life of living speakers from natural and environmental causes and the case of gradual cultural change.

The case of natural and environmental causes (plagues, earthquakes, droughts) can lead to death and displacement of many living speakers and therefore shrinkage of the language especially if it is a language with a small number of speakers. He acknowledges, however, that many of the environmental catastrophes have been caused by irresponsible human behavior and misconduct that have hampered human survival (Crystal, 2000). Some examples are the desertification of land, excessive logging, poor irrigation and the economic exploitation of people who inevitably led to the departure of locals from their homeland.. Also, the transmission and penetration of diseases in populations from other countries while they had not yet acquired strong defenses, wiped out many generations of natives. Finally, politically unstable countries that were involved in civil war or war suffered from the disappearance of their language.

The gradual cultural change does not concern the immediate danger to the life of the natural speakers of a language but concerns the socio-political factors that result in language loss usually from contact with a new external dominant culture. The alteration of linguistic characteristics takes place slowly and often starts from the central government as a political decision or law from the pressure of society and reaches an interval of equilibrium where both languages coexist and finally one assimilates and takes the baton as the new mother for the next generations. The members of the Department of Classical Philology of the National and Kapodistrian University of Athens (2016) in a text-protest for the abolition of Ancient Greek express a different view that “*a language*

is considered dead when two necessary conditions are met: (a) has no natural speakers and (b) has not left behind (through its evolution) linguistic offspring “.

4. THE STUDY OF THE TEACHING OF ANCIENT GREEK IN THE GREEK CONTEXT

Initially, it is very important to study the ancient Greek in the area that is their natural place from the moment of their creation. The ancient Greek language of course has an inseparable relationship with the Greeks and the Greek area and the general origin of the Greeks. This seems perfectly normal since language is a unifying element of a culture of a people, a state and a nation. Language is the way a group of people communicates but at the same time what makes it stand out from another.

Obviously, this link of origin creates in the people of the country a sense of superiority without knowing the history and its evolution, but nostalgia and longing for the past often bring to the fore wrong conclusions and opinions that have nothing to do with reality and science of the language itself. Such behaviors are easily found often by classical philologists (such as Markantonatos, 2013) and ordinary people too many times without contradiction and their main argument is that ancient Greek is a living language since vocabulary still exists in modern Greek, in other languages that has also influenced several disciplines as terminology.

Here we must analyze the main position of the supporters of Ancient Greek about the idea of a living language. The idea that the Greek language is unified and Ancient Greek continues to live through the Modern Greek language since the second is an evolution of the first in depth centuries. But this is an illusion of linguistic continuity. First of all, when we speak ancient Greek, we mean the Hellenistic Common that was established in the 4th century B.C. inside the Alexandrian Empire. Before the predominance of the Hellenistic common, the Ancient Greek language consisted of different aspects in the form of dialects such as the Arcadian Cypriot dialect, the Attic dialect, the Aeolian dialect, the Doric dialect and the Homeric dialect. Also, after the first thousand years of the Hellenistic common, many intermediate stages followed, such as those of Medieval Greek, the Purist Greek (Katharevousa) and Colloquial (Kathomiloumeni Dimotiki), until the current stage of the Modern Greek language appears. It is obvious that the Greek language has an evolution throughout the years and is a continuation of its previous forms. But the pronunciation is based on a different system of tones and melody which, although remarkable studies have been done (Allen, 2000) can never be rendered in the original way, sound and style of that time.

It is also clear that if some parts of the Greek language are isolated during this development and an attempt is made to compare, it is understood that they are very different

and there is a lack of understanding in relation to what is written. Although the basic structure, syntax and language may look alike, the words are very different, so different that it takes several years of scientific training to be able to understand some of them. A reader can easily understand the relationship between them, their kinship, without knowing exactly what he reads in the text and recognize the roots of words and texts but cannot understand anything without translation or systematic study. Undoubtedly ancient Greek is the ancestor of Modern Greek but the living language is primarily communication and not pure vocabulary and grammar rules. Therefore, for all the above reasons, it can be said with relative certainty that Ancient Greek as a language of communication can be characterized as dead. It is worth mentioning that even today some of the so-called dead languages such as ancient Greek and Latin are used in scientific terminology, in the legal world and in religious books. However, considering a language dead does not in any way diminish its country of origin, its nation and its citizens in general. It is part of its history, of its tradition over the centuries, a mark that does not need deification but needs to become an object of studies in order to give and transmit values, culture and knowledge, valuable for future generations.

The position and teaching of the Ancient Greek in the greek context was and always is an apple of contention between scientific academia and political governments. On one side of the dialogue are academics and philologists who defend the learning of ancient Greek, and on the opposite side also stand many educational philologists and higher education teachers who wish to strengthen the modern Greek language. However, both groups acknowledge the value of the influence and the importance of ancient Greek culture. Some of the advantages of learning Ancient Greek that have been mentioned are: The unparalleled experience of studying and learning ancient landmarks from the original, a better understanding of scientific terms used worldwide and based on ancient Greek and of course direct contact with the ancient Greek culture, the values, the ideals and the ideas that influenced modern states. The contradiction in these arguments is that ancient Greek is not necessary since the study of ancient civilization can be done from other books or audiovisual material or even the internet. Also the ancient texts can be read from translation in many languages as well as all the scientific terms. In addition, the direct teaching of Modern Greek, since it is a living language, is more useful in communication.

The teaching hours of Ancient Greek in high school until today almost on par with the modern Greek language. Although over the years there have been views on the abolition of ancient Greek in high school such as that of Kriaras (2009)«*The simultaneous teaching of Modern and Ancient Greek in practice is confusing, resulting in most students being linguistically untrained*», they disagreed whether in high school Ancient Greek should be taught from the original or from translation, that is, Modern Greek. Other philologists suggested Ancient Greek to be taught only in the Lyceum or even

better to have classical gymnasiums-lyceums that produce classical philologists. From the beginning of Modern Greek Government in 1974 until 1993, the teaching of Ancient Greek was done by translation, since after the fall of the dictatorial regime of junta and the restriction of the Colloquial(Katharevousa), Modern Greek was promoted and established. It is often clear that the decision to change and adopt a new language and abandon the old one is often a political decision.

In 1987 the Ministry of Education under the supervision of Minister Antonis Tritsis again brought to the fore the teaching of Ancient Greek from the original script in high school with the aim «*of introducing the most complete knowledge of the Greek language in its timeless evolution, and especially in its ancient form in sensitive The levels of the Gymnasium or the Elementary School are the responsibility of the specialists, of the teachers* ». (Tritsis, 1987). Supporters of one side insisted on the great importance of ancient texts and reproduced articles positions, and ideas in order to highlight ancient Greek as necessary for the improvement of Greek language using the term *Leksipenia* (restricted knowledge of native language) many times without ever presenting reliable research, evidence and presumptions that confirm their claims. However, in 1993, the then government arbitrarily restored the teaching of Ancient Greek from the original scripts to high school with the support of certain conservative philologists resulting in the immediate negative reaction of the distinguished teaching and academic staff, as the arguments were not accepted as scientific or pedagogical. Reactions did not work and subsequent governments continued these teaching decisions in high school to all six grades for the rest of the years until today. The paradox of the case is that there has been little research on efficacy and language outcomes (Koxaraki, 2000; Kelpanidis, 2009). The summary of these shows the general picture that learning from the original does not contribute to the better learning of the Ancient Greek nor does it improve the ability to speak Modern Greek in any way. On the contrary, there is a negative attitude of the students in the teaching of Ancient Greek due to lack of motivation and at the same time the dissatisfaction of several teachers due to general inherent difficulties of the educational system in the way of teaching. Trying to restore the balance, the Ministry of Education in 2016 in the official high school Timetable offered Ancient Greek two(2) hours per week, both from translation and original. Furthermore, in higher education there is a peculiar situation. In addition to the departments of classical philology, the graduates of university departments with the right to specialize in philology who can teach ancient Greek, amount to almost twenty(20) departments resulting in an excessive number of philologists, the fragmentation of specialization and the rising of unemployment.

For this reason many philologists have unofficially proposed the creation of exclusive classical high schools as a preparatory stage for the production of classical philologists in higher education.

5. ANCIENT GREEK IN THE LIGHT OF THE CRISIS OF HUMANITARIAN AND CLASSICAL STUDIES

Going back in time and studying the principles of the humanities in the way they were spread in European universities from the 15th century onwards in the golden age of humanism, the concept of *studia humanitatis* is identified, which in addition to the education of the soul, sought to prepare students for entry into higher education. From the 17th and 18th centuries, however, the humanities began to decline academically because they did not prepare students for anything specific but mainly aimed at educating the wealthy and the upper strata of society. However, the great changes brought about by the evolution of technology and all its achievements created materialistic societies which were based on the value of products. According to Reitter & Wellmon (2021), especially in American universities, the humanities were introduced in large numbers almost all over the country in order to fill the gap of free time created by the best working conditions and at the same time had the role of a psychological decompression valve for the crowd during the Cold War.

The learning of ancient Greek is directly related to the number of people admitted to the humanities, from the curriculum and the beliefs of the students, their philosophy for life and their future job prospect. Statistics show a clear picture of declining admissions to the humanities (Schmidt, 2018). A logical explanation, as Schmidt himself argues, would be that jobs in the humanities after the financial crisis have fallen sharply as those related to computers, engineering, economics, and the medical sciences in general have risen. He also says that prospective students are now thinking more in terms of what can offer them more money than a holistic approach to life as the financial crisis leaves them no room to study something that will probably not bring them vocational rehabilitation. Even if there is a possibility of finding a job, salaries are significantly lower in the humanities than other developing specialties. Universities, on their part, do not want to lose students and collapse financially, and have adapted their curriculum around modern practical studies by reducing the humanities departments or completely changing the textbooks of classical studies, adding new readings that have more identification with the local community in order to attract students more easily than the “strict Latin and ancient Greek texts”. Adler (2020) disagrees with this view of the industrialization of university institutions and proposes that the main body of study of classical schools remain mainly in the study of major works of ancient and Latin cultures. He also states that universities as organizations should not become mere schools of vocational professions because society will be led to produce only empty parts of the system while instead they should advertise that shaping good character through such education is very important for the critical thinking of citizens in a fluid society.

6. CONCLUSIONS: SURVIVAL

The capture of all the above information about the vitality of the ancient Greek language in the modern world is a proof that the situation is certainly complex, especially for its teaching within the range of classical humanities studies.

This change of conversation and developments at well-known universities, renowned for their classical curriculum, would inevitably create friction and crisis in the teaching of classical languages. These changes created different reactions to all concerning parties. One side supports the integration of other cultures into teaching in a wider learning environment of interculturalism and the elimination of racism and elitism, as well as the detachment of classical studies from these ancient cultures and the learning of ancient Greek or Latin as compulsory subjects. Supporting this, recent research (Hunt & Holmes-Henderson, 2021; Canevaro and Canevaro, 2021) seems to show that the percentage of children who have access to a classical language is mainly in expensive and private schools or universities. The other side in turn tries to stay true to the roots of the classical curriculum and opposes such rapid changes and expresses concern for the future of classical studies.

A review of the literature and articles shows with relative certainty that the Greek language is a functionally dead language in the sense of its non-use by natural speakers. Through the turbulent and politically colored historical background of the teaching of Ancient Greek and the literature, especially in the Greek territory, it was observed that the teaching of Ancient Greek from the original had zero to minimal benefits. On the contrary, it is very important that the teaching is done mainly from translation and, at circumstances from original (Tsafos, 2004) and also to get away from the sterile formal learning of syntactic rules and grammar memorization.

The crisis of the humanities studies could not leave unaffected the teaching of the ancient Greek language. Globalization, the continuous evolution of technology has had a great impact on the design of university curricula in terms of the production of research staff, useful workforce and the development of practical vocational professions. The shift of society towards higher wages and more material goods or services is also the most important factor by which prospective students choose the course they will pursue. As a result the humanities are in the lowest preferred positions since they do not comply with the laws of a consumerist society and do not have an easy professional sight value, let alone in classical studies where learning a dead language is a prerequisite for his subsequent academic career.

Based on all that has been mentioned, the position and the real value of the ancient Greeks as well as the future of the classical studies in the modern world must be sought. That is, as a complete course, a complete experience that is able to simultaneously teach a language of high value and at the same time introduce you to a top Mediterranean

culture that still has a lot to teach. Abrupt changes in the free market call for adaptability and resilience, a resilience that the humanities have historically proven to have. The same can happen in the survival of the course of ancient Greek and in classical studies in general. However, the final form that the humanities may have, will be a result of the decisions of the public and the social developments that already appear to take centre stage.

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9. Evaluation of Teachers in Law 4823/2021, as a Possible Source of Conflicts in the Greek Public Schools: The Effective Role of the School Principals

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ABSTRACT

Evaluation is a field of conflict in the Greek teachers' community. It is a fact that individual evaluation of school teachers has disappeared from their culture for many years, as it has not been applied for about 40 years in the Greek educational system. Therefore, in a way, the disturbance that prevails today is justified, due to the new Law 4823/2021), which restores evaluation of teachers at an institutional level. This work will try to alleviate these concerns, presenting in a comprehensive way: a) the usefulness of educational evaluation for the professional development of teachers, b) the possibility of intra-school conflicts, due to the evaluation process and c) the effective involvement of School Principals in the smooth evaluation of their teaching staff.

KEYWORDS: Law 4823/2021, Evaluation of Teachers, Intra-school Conflicts, School Principals.

1. INTRODUCTION

The enactment of Law 4823/2021, the resumption of individual evaluation process and the active involvement of School Principals in the process create an explosive field of discussion in the Greek teachers' community. While, through relevant research, it seems that teachers express a positive view, regarding evaluation of their educational work, however, when time comes to its implementation, there are strong confrontations with governmental educational policy (Dounavis & Zbainos, 2020).

In Greece, a stable evaluation system of teaching work has not been applied in practice, since 1980, although there are research data that confirm the positive perception of teachers about their evaluation (Kassotakis, 2018). Therefore, due to this instability, it is logical that the Greek teachers' culture does not include the concept of evaluation: a fact which intensifies the creation of conflict situations in the school environment. After all, Dimitropoulos (2010, p.37) raises an important question: «is it easy and is it important

for those who are evaluated to be evaluated in terms of some characteristics, when they are not convinced that they are evaluated correctly?».

The answer to this question will be given by this theoretical study, attempting, initially, the documented approach to define evaluation of teachers, but, also, to transmit its important role in their professional development. Then, the historical background of teachers evaluation in the Greek educational system will be developed. Moreover, the role of the School Principals as evaluators of their teaching staff will be presented, as it is defined, institutionally, by the new Law 4823/2021. In addition, a substantiated analysis of the involvement of teaching staff in the potential for creating conflict situations at school, due to their evaluation, will be attempted, as well as the ways in which Principals can alleviate this conflict climate.

2. DEFINING THE CONCEPT OF “TEACHERS EVALUATION”

Connecting evaluation of teachers with the quality of teaching and the implementation of its objectives is a common approach, according to Dimitropoulos (2010). This could be perceived a long time ago, when Worthen and Sanders (1973) defined educational evaluation as a set of tasks, aiming at gaining information about: a) the value of a program, a product, a process, b) the outcome of the goals to be achieved and c) finding possible alternatives, which would help to achieve these goals. According to Dimitropoulos (2010), Alkin (1974) agreed with this logic, defining educational evaluation as a decisive process, in which information required to make decisions, was collected and selected, in order to be provided to those who were going to make these decisions. In the 1990s, the term “evaluation of teachers” was, strongly, associated with their professional development and effectiveness of their educational work (Pashiardis, 1994; 1996; Stroge, 1997).

In modern theoretical approaches of the 21st century, the evaluation of teaching work is also, closely, linked to the realization of the goals of the educational procedure as a set of organized actions. (Kassotakis, 2005). At the same time, more emphasis is placed on the connection of the evaluation process with the professional development of teachers and the provision of higher quality educational work. As Stylianidis and Pashiardis (2011, p.2) point out, evaluation of teaching is a process, through which educational leadership gathers information about the teachers and their work in the classroom, with the aim of improving their professional development., which will bring about an upgraded quality in learning and educational process.

In conclusion, it could be said that evaluation of teaching is a dynamic, systematic and organized process, which is an essential part of educational work, as, through its results, significant information is produced on the quality of teaching and school effectiveness, which can be used constructively by the political and educational leadership.

3. THE ROLE OF EVALUATION IN THE PROFESSIONAL DEVELOPMENT OF TEACHERS

As it seems, the prevailing opinion is that educational system becomes more effective through professional development of teachers and high learning performance of students (Savvidis & Pashiardis, 2011). This is confirmed by the title of the last law that involves it, Law 4823/2021: «Upgrading of school, empowerment of teachers and other provisions».

Today, the concern of the Greek teachers is whether there are incentives favorable to their professional development and the quality of their work or, if ultimately, the evaluation process involves a punitive character. A first answer to this question is given by Matsagouras (2005), who considers that evaluation enhances teachers' self-confidence and self-knowledge, as it is a tool for assessing the goals achieved, giving them feedback on the positive and negative points, suggesting ways to improve their teaching process. However, what plays an important role is the creation of a supportive framework around the evaluation process by the educational leaders (school counselors, school principals, etc.), such as the presence of collective values and the democratic school climate, which contribute to the sense of teachers' satisfaction (Ashton & Webb, 1986; Pashiardis, 1994; 1996; 2004).

The main goal of professional development is to function as a means of progress and enhancement of the teaching process, providing the appropriate tools to adapt to the requirements of the modern era (Day, 2003; Feresidi, 2016). Recent social changes (technological development, economic crisis, migration and refugee flows, etc.) have significantly affected societies all around the world. On the top of all these contemporary social changes, the COVID-19 pandemic has brought significant restructuring of educational systems, not only in Greece, but worldwide. Nowadays, knowledge about the use of Information Communication Technologies has played an essential role in the educational process, as distance education replaced living and schools remained closed for long periods of time (Rentzi, 2022). In short, professional development of teachers is a dynamic evolutionary process, which helps them understand the current social conditions and adapt their teaching to them (Papanaoum, 2005). For this reason, and, precisely, because of the fact that social demands have increased, teaching evaluation, as also a dynamic formative process, must help teachers by providing them with a safe, useful and supportive framework. After all, as research results point out, at a particularly demanding time, where the main demand is the continuous improvement of the provided education, the quality of teaching work is a top priority for the educational systems, as without effective teachers, students cannot have good academic performance (Mathers Oliva & Laine, 2008; Savvidis, 2011; Stronge, Ward, Tucker & Hindman, 2007).

4. HISTORICAL REVIEW OF TEACHERS EVALUATION IN GREECE

Despite the fact that evaluation has been absent from the culture of the Greek teachers' community for 40 years, nevertheless its existence in the history of Greek education is long-lasting. The roots are deep, starting from the first years of the establishment of the Greek State and the first efforts to design an organized educational system under the government of Ioannis Kapodistrias (Dounavis & Zbaikos, 2020). At that time, the institution of "inspection" was established for the first time, according to Decree 1372 / 05-10-1830, which, through its supremacy, evaluated teachers in terms of their way of working, while, also, deciding whether someone would continue to teach or not (Kragiopoulos, Sidiropoulos, Tzagas & Haidas, 2015).

As it seems, inspection is the longest-lived institution, in the history of educational evaluation in Greece, characterized by a punitive attitude of manipulation and control of teachers, without any tendency for positive feedback. Even the educational reform of 1964 by the Legislative Decree 4379 / 24-10-1964 did not bring the expected results for teachers, freeing them from the suffocating institution of inspection (2015). Although the Pedagogical Institute of the Greek Ministry of Education was established at that time, institutionalizing educational research and training of teaching staff, not only was inspection not eliminated, but it was strengthened by increasing the number of inspectors (Iordanidis, 2011). According to Filos (1984), with the advent of the dictatorship in Greece, Compulsory Law 129/1967 was established, creating unpleasant feelings in the educational community, as it was considered that it contributed to the selection of inspectors who support this policy regime. During this controversial political period, inspectors drafted the Service Competency Report, which followed teachers throughout their career, evaluating them and proposing their favorable or unfavorable transfer, their partial or total dismissal from their duties, their promotion or not (Samios, 2013). Dissatisfaction and criticism were strong at that time, as the evaluation process was linked to the teachers' political beliefs and personal lives in addition to being extremely authoritarian, (Athanasidou, 2000). According to Dounavis and Zbaikos (2010), despite the dissatisfaction that existed, in the period 1976-77, Law 309/1976 promoted an educational reform that did not change anything in the power of teaching inspectors. Giving in the pressure of the Greek teachers' community, inspection was abolished by Law 1304/1982, which established the institution of school counseling (Samios, 2013).

Since 1982 and for the next forty years, attempts have been made to impose teachers evaluation in the Greek educational system. As it seems, the long-term of inspection has left incurable wounds in teachers' community, resulting to the

resistance against any substantial institutionalization and implementation of teaching evaluation. Moreover, emphasis has been given on the “self-assessment” of the school unit and its teaching project. According to Law 3848/2010 and Article 32, at the beginning of the school year, an action plan had to be made by the school staff, in collaboration with the School Counselors, while at the end of the school year, a self-assessment report had to be written, regarding whether the scheduled educational goals have been achieved. This report had to be posted on the website of the school unit and, then, submitted to the Ministry of Education. Presidential Decree 152 / 05-11-2013 was the beginning of a more organized and systematic individual evaluation of recording and measuring the quality of teaching work, after thirty years of absence of evaluation from the culture of teachers. However, after strong reactions of the Greek teachers, governmental efforts to impose teaching evaluation failed, after having accepted strong criticism about P.D. 152/05-11-2013, as it was considered to be related to the philosophy of hierarchical evaluation of teachers, without formative and feedback dimensions (Anastasiou, 2014; Dounavis & Zbaikos, 2010). Changing government contributed to the abolition of the P.D. 152/2013 and the enactment of Law 4547/2018. In Article 47, evaluation was not individual, for each teacher, with specific quality criteria (excellent, very good, etc), but was referred as evaluation of overall educational work of the school unit, during the current school year.

After 40 years from the official abolition of the individual evaluation of teachers, in the year 2021, the Greek Ministry of Education showed its dynamic intentions to impose it with Law 4823/2021. In other words, from the next school year 2022-23, individual evaluation of teachers will be implemented, while School Principals will play an important role as evaluators.

5. THE ROLE OF THE SCHOOL PRINCIPALS IN EVALUATING TEACHERS, ACCORDING TO LAW 4823/2021

As it has already been mentioned above, for many years now, in the culture of Greek teachers, but also of School Principals, there is no evaluation process. However, the summer of 2021 brought to the fore Law 4823/2021. In the third chapter and its relevant articles (66-83), the procedural framework of the “Evaluation of the Work of Teachers and Members of the Special Education and Support Staff « is defined. Specifically, as defined in Article 66, public Primary Education teachers are evaluated by their Consultant of Education and their School Principal as follows:

1. With regard to the general and special didactics of their subject, they are evaluated by their Consultant of Education.
2. In terms of the pedagogical climate and management of their classroom, they are evaluated by the Principal of their school unit.

3. As for their service consistency and their adequacy are evaluated both by their School Principal and their Consultant of Education.

In Article 67, it is explicitly stated that the work of teachers is evaluated in a documented four-point descriptive scale, which is graded as follows: 1. Excellent, 2. Very Good, 3. Satisfactory, 4. Unsatisfactory. Furthermore, Article 73, emphasizes on the documented evaluation of teaching work by the evaluators, giving the necessary information on how to achieve it. Therefore, the main part of the assessment process is the discreet scheduled monitoring of teaching in the classroom, either by the Consultant of Education or by the School Principal, after prior preparation. Paragraph 6 of the same article is noteworthy, since according to it, the evaluator has to discuss with the teacher about the results of his/her evaluation, while the teacher can submit his/her observations, in case of disagreement with his/her evaluation judgment, within five days. Regarding the results, in Article 78, it seems that, in case teaching work is judged as «unsatisfactory», the teacher is obliged to attend relevant training from the Institute of Educational Policy of the Greek Ministry of Education. Noteworthy, also, is the way in which teachers can exercise their right to disagree with the outcome of the evaluation judgment. In Article 79, it is stated that it is possible to file an objection against the evaluation report, before a three-member Special Evaluation Committee, which belongs to each Directorate of Primary Education and consists of: a) the Director of Primary Education, b) the Supervisor of Educational Quality, and c) a Consultant of Education.

In conclusion, this law shows the active involvement of School Principals in the evaluation of their teaching staff, giving them permission to enter the classroom and observe teachers, during their teaching procedure.

6. THE ROLE OF EVALUATION IN THE POTENTIAL OF CREATING CONFLICTS AT SCHOOL: THE PRINCIPAL'S CHARACTERISTICS FOR THE RESOLUTION OF CONFLICT SITUATIONS

A key pillar of educational leadership is the management of human resources and the conflicts that may arise within an educational organization. Schools are «living» organizations, which consist of human resources, such as teachers and students (inputs), while educational processes are carried out, expected to bring the desired results, fulfilling a set of goals (outputs) (Hoy & Miskel, 2007). Therefore, different personalities are invited to cooperate, each carrying their own values and beliefs.

Schools are “open” educational systems, affected by any significant social change (for example, such as distance education, due to the COVID-19 pandemic) (Rentzi, 2022). The human resources of schools are called upon to work together, under the pressure

of such changes, and to manage critical situations, which can lead to a conflict climate in the school environment. As a concept, “conflict” is defined by the differences that arise in the ideas, opinions, and values, which members of the human resources have, as different personalities, when they fight for the imposition of these views / opinions or for power (Asawo, 2011). Typically, the nature of conflicts is connected: a) with the interest in achieving a goal, set by a team, and b) with trying to enforce the means, processes and methods some people will choose to follow (Doucet, Poitras, & Chênevert, 2009). A conflicting environment in an organization makes sense, as people, who consist of its human resources, interact on a daily basis, while according to Corvette (2007), conflicts occur wherever and whenever there is an incompatibility of knowledge or feelings within individuals or between individuals. According to Athanasoula - Reppa (2008, p.320), conflicts can be “interpersonal” (eg between teachers of the school unit), “intergroup” (eg between teachers and students) and “between individuals and groups” (eg a teacher and the teachers’ association). Long time ago, Crawford and Bodine (1996) presented the sources of conflict in schools through three thematic categories (Table 1) (Rentzi, 2013).

Table 1: Sources of conflicts at school.

Limited resources	Unmet basic needs	Different values
Infrastructure	The sense of “belonging”	Beliefs
Economic resources	Freedom of speech	Priorities
Time management	Power	Principles

It seems that conflicts can be provoked in the battle for the imposition of an individual or a group. However, the issue is the ultimate purpose of this conflict, whether it concerns the interest of the organization or the individual interest. The ultimate goal is to determine the impact of conflicts on school organizations, which can have either positive or negative effects. In specific, Athanasoula-Reppa (2008, p.340) points out that, in terms of positive effects, conflicts can lead to innovations, constructive changes and decisions for the school organization. On the contrary, negative effects concern reduced productivity, mainly, because job satisfaction is lower, due to the rift in interpersonal relations and the reduced cooperation (2008, p.340).

As mentioned before, an important educational change in the school routine is brought by Law 4823/2021 with the introduction of individual teacher evaluation, after forty years of non-essential application in the Greek educational system. Therefore, it is

viewed with strong suspicion as to the role it will play in the professional development and well-being of the Greek teachers. This institutionalized individual evaluation of teachers will begin in the next school year (2022-23) in Greece. During this school year (2021-22), Ministerial Decision 108906 / 10-09-2021 has been published, promoting the self-assessment of the school unit, thus creating intra-school conflict situations among School Principals and their teaching staff. The reason is that Article 97 of Law 4823/2021 stipulates that, if the teachers' staff do not take the actions, required by the State, the School Principals, in cooperation with the Consultants of Education, can take over. As a result, many Principals did not take into account the negative decision of their school staff on implementing self-assessment and, pursuant to the above law provision, they completed the self-assessment process of their school unit on their own.

Taking the above into consideration, it seems that School Principals play a catalytic role in showing effectiveness, if they manage to predict the ultimate purpose behind the creation of conflicts and, above all, if they use their power, wisely. The concept of power has occupied, over time, many Greek ancient philosophers, older and modern scholars. In other words, according to the Greek ancient philosopher Chilon: "when you have the power, be gentle, so that others respect you and not fear you" (Diogenes Laertius, Lives of Philosophers 1, 70). Furthermore, many years ago, French and Raven (1968) determined that power was defined in five parameters, as shown in Table 2.

Table 2: The five parameters of a leader's power.

1	Reward power	Leaders reward a desirable behavior.
2.	Coercive power	Through it, an unwanted behavior is punished.
3.	Legitimate power	Leaders have power in the organization legally.
4.	Referent power	The power that comes from the personality of the leader.
5.	Expert power	Because of his/her special knowledge, the leader has the power to influence the behavior of his/her subordinates.

According to Pashiardis (2004), School Principals, in order to be effective, must use their charismatic power (reference power) and the power of the expert knowledge they possess (expert power), in order to convince their teachers to follow their vision, not by coercion, but by respect. Hoy and Miskel (2013) suggest that in order to have effective leadership, the use of coercive power should be avoided, because, while there may be compliance, it is forced and not done voluntarily, resulting in the alienation of the school staff.

According to Athanasoula - Reppa (2008, p.320)), a School Principal should have the ability and skills to recognize conflicts and be able to see if they will contribute to progress or create problems. Therefore, one of the most significant charismas of a School Principal is the ability to «read» the personality of the members of his/her teaching staff. This, however, requires his / her active involvement in building interpersonal relationships with their teachers. School Principals, who are isolated in their office, maintaining typical distant relationships with their staff, are more likely to be unable to comprehend the ultimate purpose of inciting conflict, as they will not have delved into getting to know the personalities they associate with, every day.

According to Doxariotis and Stavropoulos (2019, p.330), there are three styles of leadership behavior: a) “the supportive one”, which is actively interested in the personal and professional well-being of the teachers’ staff, in order to meet the social needs of the school and the educational goals set, b) “the directional one”, which exercises dynastic type, rigid supervision over teachers and all school activities and c) “the restrictive one”, which hinders the work of teachers, burdening them with enough administrative / bureaucratic work, interfering with their teaching responsibilities. Specifically, in their research, Doxariotis and Stavropoulos (2019) identified the positive correlation between supportive leadership behavior style and effective coping with conflicts at school, through collaborative approaches. Same results have been shown by other research works, emphasizing on the important role of School Principals with high emotional intelligence and empathy in the smooth resolution of internal conflicts (Chandolia & Anastasiou, 2020; Lepidas & Stavropoulos, 2016; Tenz Shanka & Thuo, 2017).

7. CONCLUSIONS

In conclusion, it seems that active involvement of School Principals in the evaluation of teachers can lead to conflict situations, if Principals use their institutional role as evaluators, provided by Law 4823/2021, in an imposing and disciplinary way, being alienated from the teaching staff. Conversely, if a Principal has high emotional intelligence, having developed his/her «charismatic power», then he/she will use his/her evaluative role supportively, with a view to providing targeted directions for the professional development of his/her school staff.

This study highlights the importance of how School Principals use their power to conduct their teachers’ staff evaluation. In short, evaluation itself is not a threat to teachers, since it can work constructively, as long as those who are going to undertake it, as evaluators, work with meritocratic criteria, in order to help teachers develop professionally. There is an urgent need, therefore, to create training programs for School Principals, in Greece, regarding ethics and meritocracy in the evaluation process and their role in it, before conducting it.

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Legislative Framework

- Compulsory Law No. 129. On the organization and administration of General Education and other provisions. *Government Gazette of the Kingdom of Greece 163A / 26-9-1967*, pp. 1111-1118.
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Approaches in Educational Research as a Basis for Interdisciplinary Knowledge / Aspectos de Investigación Educativa como base del conocimiento interdisciplinar

Education is one of the fundamental values of society. Knowledge does not involve just data or cumulative information. Without having any disregard for those things, knowledge is about contextualizing information, rationally understanding and structuring it for specific goals, and placing it within a value structure that contributes to the broad and deep comprehension of those data. These data together with values, facts and sensations, acquire virtuality (from Latin *virtus*, 'value', from which the word 'virtue' derives) provided we turn them into something significant, placing them within their context, within their framework of tradition and innovation, embodied in the value structure that allows the improvement of society. This "virtuality", 'virtue' is based on the contribution as fertile as possible of as many disciplines as possible. This contribution should be both specific and general to offer a general perspective that is well-based and significant. That is, knowledge is construed in an interdisciplinary fashion. For all the above reasons, this current volume, whose goal is to be an example of the virtuality (*virtus*) of interdisciplinary knowledge based on educational research and innovation.

La Educación es uno de los valores fundamentales de la sociedad. Genera conocimiento, y al mismo tiempo permite que quien la recibe, a su vez, lo genere. El conocimiento no se trata tan solo de datos, no solo consiste en acumular información. Se trata, sobre todo y sin menoscabo de todo ello, de la contextualización de la información, de su racional comprensión y estructuración para fines y finalidades específicas y, al mismo tiempo, su situación en una estructura de valores que contribuyan a la comprensión amplia y profunda de los datos. Estos, junto con los valores, hechos, las sensaciones y sentires cobran su plena "virtualidad" (del latín *virtus*, 'valor', de donde proviene 'virtud') si se les hace devenir significativos, en su contexto, en su complejo de tradición e innovación, e incardinados en la estructura de valores que permitan la mejora de la sociedad. Esta "virtualidad", 'virtud' se fundamenta en un aporte tan caudaloso como sea posible proveniente de tantas disciplinas como, a su vez, sea posible. Tan específico como generalista para poder ofrecer perspectiva de conjunto fundamentada y significativa. El conocimiento se construye de modo interdisciplinar. El presente volumen aspira a poder ser una muestra de la virtualidad (*virtus*) del conocimiento interdisciplinar basado en la investigación y la innovación educativas.

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