Review Article

MODESTUM

Political and philosophical theories that dominate the structure of the Greek educational system

Vasileios Neofotistos [1]* ⓘ, Theofanis Papastathis [1] ⓘ

[1] University of Macedonia, Thessaloniki, GREECE

*Corresponding Author: vneof@uom.edu.gr

ABSTRACT

Modernism and postmodernism are two opposed approaches that are directly related to how each human mind sees and perceives the world and how to make it better. In the Greek educational system, in both primary and secondary education, an effort is made to general restructure the curriculum by promoting the use of new teaching methods in the educational process. Through the presentation of the two opposing perspectives the evolution of knowledge into a more complex process, which aims at learning and specialization serving the purposes and goals of a society that moves within a globalized economic environment. The study adopted a qualitative approach through document analysis. Regarding the research, the official texts-legislations from the Ministry of Education and Religions were used as the primary material to ensure the validity and reliability of the data. The documents used concerned the legislation contained in the reforms concerning the education system of Greece. The successful implementation of educational technology in schools does not depend solely on accessibility or the lack of any factor. It depends on a dynamic process that includes several interrelated factors, such as adequate support from managers, the existence of forecasting and planning of the supply chain to keep pace with new technological developments, equitable digital infrastructure of schools, acceptance the usefulness of the use of technology and the continuous information and acquisition of knowledge by teachers concerning information and communication technologies, as well as their correlation with innovative teaching methods. The flow of the study of the reforms of the Greek education system recognizes a smooth transition from the period of modernism to postmodernism, albeit with a delay compared to the rest of Europe. The continuous reforms in education have brought positive results in terms of the transformation of the public good of education into a postmodern version of it. Consistency and the need for improvement are guided by ensuring the quality of education and the preservation of the participants (students, teachers, families, and society) in it. However, it is worth noting that reform changes, which did not have substantial real changes, created an unstable environment, which hurt education itself.

Keywords: Greek educational system, modernism, postmodernism, philosophy of education, education policy, educational reforms

INTRODUCTION

In the Greek educational system, an effort is being made to restructure the curriculum by promoting the usage of new teaching methods in the educational process. The combination of novel technologies with learning theories in the light of the proposals of the curricula is a modern request, but also a significant factor for a structured educational policy that will respond to the digital society effectively. This policy has as its theoretical basis the philosophical current of postmodernism.

Modernism and postmodernism are opposed approaches that are directly related to how each human mind feels and perceives the world. According to Foucault (1988, p. 26), "a way of thinking and feeling, a way of doing and behaving". Education, as an essential area of human life, is naturally influenced by both currents, as they are structured systems of thought and determine the perspective with which the organization of the educational system, the educational practice, the conditions for the establishment of educational policy, and, in general, the role of each individual in the historical-social becoming, part of which is the educational system. In this context, we approach through the presentation of the two opposing perspectives, coming from the philosophical currents of modernism and postmodernism, the evolution of knowledge into a more complex process, which aims at learning and specialization serving the purposes and objectives of a society, which moves in a globalized economic environment.

According to Allen and Goddard (2017), knowledge in modern times submits to rational planning of education, which aims to achieve economic efficiency. Karavakou (2018) mentioned the rapid developments in recent years in the design of educational

and social policy in our country and Europe, making lifelong learning a conceptual field and institutional framework that develops and evolves based on the economic rules governing the market. The constitution of lifelong learning is redefined in a learning economy, in which the individual must learn continuously, according to the characteristics of the image of the postmodern world. The acceleration in the growth of knowledge, the rapid spread of new technologies, reshuffles and upheavals in the professional field, uncertainty and inability to encounter new challenges, the need for continuous training, education and specialization, the acquisition of competencies to increase competitiveness, and the need for measurable recording and certification of newly acquired skills and qualifications, are the characteristics of the postmodern world, which operates in a globalized economic environment and conditions of recession and relentless competition (Karavakou, 2011, 2018). The invention of the term "learnification of education" by Biesta (2013) is the most appropriate definition of the educational process, as it works and is applied today.

Nowadays, the learning process is characterized by the procrastination of educational policymakers and the citation of anxieties and denials by teachers regarding the transformation of knowledge into the new conditions of post-modern learning enlightenment. The acquisition of knowledge is presented today as a continuous and restless process governed by the description and explanation of the thinking and practice of human organisms. In this way, the evolution of lifelong learning into a tool of clarification of meaning, integration, and integration for modern man is undermined. The acceptance of the importance of statistical analyzes, the dogmatism of the quantification of learning outcomes, the management of learning environments, the use of information and communication technologies (ICT) without a pedagogical framework, the manipulation of divergent thinking, creative imagination (through continuous "defined" exploratory projects - projects), the exhaustion of experiential and experiential learning in individual designs, substantially complicate the situation and lead the student to spend his / her school life under the dominance of mechanical memorization (Karavakou, 2018), gradation and misunderstood excellence.

Therefore, the educational process, which is featured by the accumulation of solid knowledge, is possessed by constantly evolving technological innovations and revolutions that allow an almost playful production, attractive to students. In the technocratic approach, the modern way the market operates internationally, the opening of borders, and especially the rapid development of technology have affected education, which is the lever for the formation of views and skills for the people of society, which came from different dominant social classes. The dominant argument is that if teachers and curricula were more connected to the market and placed more emphasis on employment values and workplace rules then the vast problem plaguing young people, unemployment, would disappear (Apple, 1990) or would gradually decrease to likable percentages.

Eventually, in an environment plagued by the economic crisis, pressure is imparted to the field of education where solutions are sought through educational strategies and changes in the curricula. On common ground, every policy change endeavors to alleviate the social dissatisfaction, from previous policy, that exists concerning the effectiveness of the offered education, to face the challenges of markets as well as to integrate the new technologies in the curricula. By exploring educational reforms, through the qualitative analysis of documents, you lead the research from the influences of modernism in the Greek educational system to the shaping of its postmodern version.

The objective of this article is to elucidate the evolution of knowledge as a more intricate educational process, which strives towards learning and specialization, in order to serve the aims and objectives of a globalized economic environment. This will be achieved by presenting two opposing perspectives: that of modernism and that of post-modernism.

LITERATURE REVIEW

The main elements of modern and postmodern education are combined and are being integrated with educational programs. The relationship between modernism and postmodernism is being examined today in this paper, as also their reflection on education has been considered. Postmodernism is thought of as structuring and a retort against modernism and separating modernity. It is required to converse about the relationship between modernism and postmodernism. Therefore, this section aims to set out the theoretical framework around the dominant philosophical currents, modernism, and postmodernism. The object of the scientific investigation is the education and the influences that flow in the Greek educational system, from the philosophical currents. Consequently, special references will be made to the educational significance of modernism and postmodernism.

Modernism and Postmodernism

Modernity, a distinct epoch of historical development, in contrast to the apparent stability of antiquity or the 'premodern', marked the inauguration of the economic and socio-cultural disruptions which founded industrial capitalism and the nation-state (Featherstone, 1991). Modernism is hinged on the enlightenment movement, a period in which human is considered to overcome his immaturity (Kant, 1971). 'Modernization' refers more notably to the impact of economic development on social structures based upon 'industrialization, the evolving of science and technology, the modern state, the capitalist world market, urbanization, and other infrastructural elements (Featherstone, 1991). The dominant element of modernity is "rational reasoning" which opposes the religion that determines the destiny of people before the modern age (Hall & Gieben, 1992). The idea of a human being who uses the "rational words" to reveal the absolute truth in exploring his world and to construct a scientific, neutral, and objective knowledge is projected. A knowledge based on observation and experimentation. In this context, the natural sciences dominate as a regulatory model, to the detriment of even the social sciences (Carr & Kemmis, 1986). Unriddling the cause-and-effect relationship gives humans the belief that they could control not only nature but also society. People will be able to improve their lives by rationally organizing their society and daily life (Habermas, 1983).

The rapid development of culture and the arts, but also of new technologies during the 20th century, gives rise to the revision of how reality is approached (Kenway et al., 1993). The rigid standardization of principles, which according to the theorists of modernism governs the world, conflicts with the new visual approach, based on the influence of new emerging alternative ways of thinking and social organization. Lyotard et al. (1984) have argued that it is possible to distinguish between the modern and the postmodern. The main consequence of technological development is the transformation of the character of knowledge and of education itself. The influence it receives is mainly combined in its two main functions, research and the transmission of knowledge. The spread of new technologies either at the hardware level or at the software level affects the nature of knowledge. It essentially changes the way it is transmitted.

The current of postmodernism makes its presence felt towards the end of the 20th century and the beginning of the 21st (Harvey, 1989, 2007). According to Habermas, postmodernism is an attempt to redefine the values of enlightenment as a self-reflective consciousness of modernism (Held, 1980; Heller, 1999). In postmodernism, cultural practices and media are seen as having an unprecedented impact and a central role in framing sensibilities and identities. It is theoretically based on the German interpretive school of the 19th century, which argues that disagreement characterizes a society that is created and developed (Autio, 2003). Postmodernism is approached as an explanatory social theory, which can help in the analysis and processing of data in the fields of social action, culture, social order, science, economic life, and family relationships.

Education does not fit easily into the postmodern moment because educational theory and practice are founded in the modernist tradition. Education is the dutiful descendant of enlightenment and, as such, verge to uncritically accept a set of assumptions deriving from enlightenment thought. As Lyotard (1992) descants, modernity is deeply intertwined with education, modernity's belief being that progress in areas will emancipate the whole of humanity from ignorance, poverty, thanks to education, in particular, and it will also produce enlightened citizens, sovereigns of their own destiny. The rationale of the educational process and the role of the teacher is grounded on the humanist ideal of a certain kind of a subject who has the inherent potential to be self-motivated and self-directing, a rational human being capable of exercising individual freedom. Education as a socio-cultural structure and process is, intimately connected with the production and dissemination of foundational knowledge and therefore with the re-creation and reproduction of the differential valuations and hierarchies of knowledge. Education has been the driving force behind the development of modernity since the early 19th century in the western world, establishing a school where everyone has the inalienable right to education. The modern school comes into conflict with religious dogmatism and metaphysical mysticism while cultivating the potential of students to develop creative activities in a variety of fields.

Rapid developments in the industry in the mid-19th century prompted a call for a change in the orientation of education from agricultural to industrial society. The computer is now considered as important as the pencil and paper for the children of the previous generation (Papert, 1992). Cultural commodification, economic globalization, and the compression of time and space which has attended the 'information revolution', all imply radical transformations in education (Kenway et al., 1993). Necessarily, then, the school is connected with the needs of the market. Reports from the educational reforms and curricula of that time prove that educational policy is fully aligned with the competitive environment of the economy (Ball, 1994; Sahlberg, 2006). Economic development, which is considered the key factor of the prosperity for a country, has forced the transformation of general education into training of tomorrow's professionals in specific fields (Tompkins-Stange, 2020).

The movement of populations, especially in Europe, also raises the demand for the unification of heterogeneous populations under the emblem of a nation. Thus the school undertakes the obligation to create and develop a national culture on which the national identity is formed (Tompkins-Stange, 2020). At the same time, the curricula are designed with the prospect of offering all students valid and non-negotiable knowledge. On educational planning, the structure of the system is characterized as strictly hierarchical, where the superior superiors decide the subject comply and conduct the educational policy. Complete discipline is imposed on schools, discouraging any kind of challenge, innovative idea, and initiative. At the pedagogical level, the interaction between members of the community is wholly ignored. In this way, complete control of the educational community is achieved and, above all, the adoption of a specific worldview by the citizens of tomorrow. The teacher is presented trapped under the positivist theory of a successful knowledge approach and assumes the role of the processor of the given, according to the system, knowledge, being the dominant factor of the educational process. At the same time, the teacher is presented as an unrestrained behaviorist, where his role requires him to succeed by providing graded knowledge to change his/her student's behavior, mainly within an acceptable and entrenched context (Clarke, 2012). The student, on the other hand, is called upon to respond and assimilate knowledge with the ultimate goal of his / her professional rehabilitation.

In 1935, Husserl (Antoniou & Karavakou, 2017) in a lecture at the University of Prague presented in a disapproving tone, the crisis in contemporary European culture and science. Husserl denounces excessive naturalism and objectivity, which will encourage positivism as they invade all areas of knowledge, methodology, and research. Husserl describes it as a deep and prolonged "state of discomfort" that thrives on the arbitrary dualities of modern science, "a danger of danger" that must be overcome only by a "heroic reason". Decades later, Arendt (1968) reports that the problems of education concerning other types of problems, which arise e.g., from wars or the violent provocation of human suffering, are not treated with the same priority. Nevertheless, according to Antoniou and Karavakou (2017), the challenge of cultivating subjectivity and crisis training to respond to a crisis in imaginative and imaginative ways remains intact and more compelling than ever.

Inference for modernism as a philosophical current, on educational meaning, develops a mechanism for the production of citizens of a particular output. The learning process is transformed by a mechanism of channeling motivation of students for a critical approach to cognitive objects and leads to a set of measurable skills of technical characteristics. It eventually turns into a tool of individualistic and competitive learning, which is completely controlled by the respective political power.

In Greece, during the programming period of the second Community Support Framework (1994-1999), the introduction of new technologies in education is a dominant goal of implementation and design of the educational policy. Grants from the operational program for education and initial vocational training are then absorbed. Today, in a time of economic downturn, most schools try to acquire or renew their equipment using either their own financial resources or with the help of institutions and private companies. The first approaches made for the introduction of new technologies in education follow the technocentric approach. Informatics is considered an autonomous subject, which can be included in the curriculum and taught only in secondary education. The initial goal is for students to acquire knowledge and skills in computer operation and algorithmic programming thinking. The early curriculum concerning Informatics as a subject aims to prepare students/three as professionals in the field, to meet the growing needs of the then software industry. Pedagogically, the vertical approach is followed, which is based on the views of the theory of behavior that advocates that learning is defined as a visible change in behavior that occurs through experiences and exercises set by the teacher (Komis, 2004). Thus, this behavior is measured (Good & Brophy, 1990).

According to Karavakou (2018), learning in the context of postmodern learning enlightenment is something unique and anthropologically universal. In this context, we are called Karavakou (2018, p. 9) "to record, in a spirit of epistemological humility and evaluative pluralism, all our theoretical, practical and institutional planning for the education and training of modern human". Education is itself going through profound changes in terms of purposes, contents, and methods, changes which are themselves an aspect of the uncertainties of the postmodern moment. Debates over the curriculum, pedagogy, and the organization of education resonate with the challenges of the postmodern but often without the reflexive understanding of a postmodern position. Postmodern curriculum echoes in classrooms, challenging curriculum policymakers, and teachers, mostly in the humanities (Papert, 1998). Thus postmodernism becomes part of a curriculum, incorporated into the modern practice of education, but without resulting in a reconstruction of the curriculum. Notwithstanding the practice of schooling supplicates an explanatory meta-narrative, the postmodern state of educational theory emphasizes many narratives together, 'side by side, with none dominating' (Docx, 2011). By contrast, trends of inter-disciplinarity and experiential approaches to teaching and learning can be seen as alterations taking place under the impact of the postmodern and therefore very much part of it. As a result, there is no uniform, postmodern discourse of education. However, it has been strongly argued that a postmodern perspective is too critical. Kvale (1992, p. 8) argues that 'the most frequent critique of postmodern thought is a rampant relativism, leading to nihilism and social anomie'. Bernstein (1983) describes this critique as being motivated by a 'Cartesian anxiety' where only the two extremes of certainty or chaos are thought to be possible.

Certainly, postmodernism educates us to be mistrustful of foundationalism, of totalizing and definitive explanations and theories, and thus of the dominant taken-for-granted paradigms in education, whether these be liberal, conservative, or progressive (Ball, 1990). The postmodern descant that the necessity of pluralism and 'choice' in education is well of because it empowers individuals and cultures (Autio, 2003; Bernstein, 1983). They nominate that it is somehow inevitable in the modern world because society and culture itself have become so fragmented (Allen & Goddard, 2017).

However, the enormous dynamics of the dissemination of cognitive information outside the confines of a closed class raises questions about the "paternity" of the knowledge that students receive, its reliability and validity, and more generally about who is responsible for decisions (Lyotard, 1993). Baudrillard (1991, p. 39) goes a step further by claiming that we are threatened by a projective paranoia through the "existing synchronicity and perpetual interconnection of all information and communication networks". At this point, we wonder as educators whether the indiscriminate and unrestrained use of the Internet and especially social networking platforms from a very young age, "transform" our students. Baudrillard's (1991) analysis shows that the modern phenomenon of the consumption of objects (2000) and the "ecstasy of communication" constituted the new existential conditions (Karavakou, 2017, p. 121) of the "miraculously" subject, which now becomes " Or a clean screen, a clean surface to absorb and reabsorb incoming networks" (Baudrillard, 1991, p. 40). In this context, education is directly linked to the productive process of industrial society by grouping society as a whole. As Dafermos (2003) points out, the "fetishization" of the introduction of new technologies in education revives the behavioral approach to teaching. The neo-behavioral idea of planned teaching has as a model the achievement of the desired result in the light of a strictly prescribed course of automated teaching actions (Clarke, 2012). This process encapsulates the behavior of teachers and learners in a control framework by the "correct" teaching algorithm (Dafermos, 2003). Online platforms and educational digital packages turn the learning process into a formalistic sequence of steps. The provision of specific digital services is controlled by a few specialized bodies that are oriented to the need to increase competitiveness and ensure high productivity (McLaren, 2003). The acquisition of knowledge from a juvenile age turns into a collection of skills with the ultimate goal of professional rehabilitation of the subject. As a consequence, education priorities are increasingly associated with market demands (Macedo, 2002).

METHODOLOGY

The study employed a qualitative approach, analyzing primarily governmental documents pertaining to the structuring of curricula based on reforms in the Greek education system over an extended period. The realist review method was employed. This interpretive review method aims to inform, enhance and complement conventional systematic reviews, providing insights into complex interventions applied for policy-making (Greenhalgh et al., 2011). The realist review method is particularly suited to areas such as medicine and education, where findings from randomized controlled trials can be pooled to determine whether a new treatment or intervention actually improves outcomes.

In order to guarantee the veracity and dependability of the data, the official texts–that is to say, the legislation of the Ministry of Education and Religious Affairs–were employed as the principal source of primary material in the course of this research. The documents used concerned the legislation contained in the reforms concerning the education system of Greece. Based on the

conceptual approach described in the literature review, the following separation of the reforms concerning the period of modernism and postmodernism in Greece was made. It should be noted here that the correspondences with the chronological periods of the two currents in Greece with the rest of the Western civilization are not aligned. The introduction of Informatics has as a starting point the period 1983-1985 in the technical-vocational and multidisciplinary lyceums of the time. This is followed by its introduction to the gymnasiums and finally, to the general lyceum, since 1998. Gradually, Informatics is promoted in primary education. First of all, the school year 1996-1997 is being piloted in 28 all-day primary schools. As a consequence, the reforms, therefore, concerning the modern period of the Greek educational system are the following: 1959, 1964, 1976, and 1981-1985. The corresponding ones for the postmodern period are 1997, 2006, 2011, and 2017. The aim of the inquiry of the essence of the reforms that govern the Greek educational system is the reconnaissance, of the elements of modernism and postmodernism in them but mainly the concretization of these changes and their importance for the society and the citizen. By studying the reforms, then, the path of the Greek educational system and its evolution from modernism to postmodernism will be understood, as well as the core of the system.

ANALYSIS OF THE GREEK EDUCATIONAL SYSTEM

Education is one of the most important factors and pillars of the market. Concerns for the organization of a general and some elementary vocational education were presented even before the establishment of the Greek State. Through the texts of the political organizations, the necessity of taking measures for the necessary education of the people is presented. To understand the current education system, the key reforms that have influenced and shaped it must be analyzed.

Education is a means of the common language that arraignment to contribute to social cohesion as the basis for the development of the nation (Paidagogikó Institoúto [Pedagogical Institute], 2009). Before the outset of the analysis of the reforms, some key elements will be presented that describe the education system as the first major reform of 1959. The aim is to serve the needs of the newly formed state and mainly in the fields of agriculture, arts, and trade. The 1929 reform by the Venizelos Government included changes in the spirit of the system and was governed in many respects by the principles of modernism. The distinctions of the directions in secondary education (classical, practical, agricultural) are presented, there is talk of care in pre-school age, for the training of teaching staff, for vocational education, physical education, and the education of girls. The spirit of equal opportunities for education concerning gender is established with the establishment of girls 'and boys' high schools in the cities and mixed in the province (Pedagogical Institute, 2009). According to Iliou (1988), the reforms are the result of understanding social needs and problems, theoretical research, conflicts, and investigations of technical and pedagogical issues. In essence, they express a specific historical moment in combination with the correlation of the social forces of the time. However, Glinos (1929) criticized the government's measures as demagogic, since they lacked implementation plans.

The Karamanlis Government, under the weight of the techno-economic reconstruction of the state and the demand for the development and modernization of social institutions, appointed a committee in 1957 to study the problems of education and to suggest ways to deal with them. According to the committee, the educational system is the dominant means for the production of spiritual culture as well as for the economic development and recovery of the country. The 1959 reform defines the division of the six-grade high school into two three-year courses. The first will concern the provision of general education and the second the preparation of students / three for higher education or their immediate vocational rehabilitation (Pedagogical Institute, 2009). On the other hand, the prevailing spirit of school curricula was not substantially affected by the 1959 reform. The humanities continue to be the culmination of almost all directions leading to higher education. Even in the so-called vocational high schools of the time e.g., in economics, the hours of literature courses are superior to those of economics and business courses. However, the 1959 reform introduces the most progressive and pioneering structural change in the content-directions of the gymnasium, thus effectively abolishing the omnipotence of the classical gymnasium, while allowing students to choose the field they were interested in with a truly equal diploma.

Legislative Decree 4379/1964 establishes free education, in the context of compulsory education, the academic diploma, the introduction of primary education, the selection of courses, the teaching of the ancients by translation, and the establishment of the Pedagogical Institute. Social justice is the dominant feature of the 1964 reform. The foundation of democracy is the possibility for every Greek citizen to have the right to education. The new system is presented liberally in terms of knowledge, teacher, and student. The proposal of the majority of the then parliament urges the correlation of classical with technical education, of inspiration with learning (Pedagogical Institute, 2009).

The educational reform of 1976 is a consequence of the change of character of our country universal. In particular, from a peripheral Balkan country it is now an equal member of the European Union. Inside the country, education tends to be harmonized with the corresponding education systems of countries with parliamentary democracies. The reform proposals of that time gave the school a distinct role in social justice and economic prosperity. Education as a property of the welfare state is accessible to all citizens regardless of their socio-economic background. At the same time, the reform texts of this period show the effort of the reformers to give the school a dual role, social justice, and economic efficiency. The effort for the administration of social justice is linked to that for the development of the welfare state, as the latter pursues an educational policy intervention aimed at compensating for the unequal distribution of educational goods. Equal opportunities, the provision of education to all will be key educational goals in this period. According to the Deputy Minister of Education, Kontogiannopoulos, "*education is an investment of fixed capital as it creates the human resources required for the economic, social and cultural development of the country; the main factor of production in free economies, more important than capital, is properly trained human resources*".

The 1976 reform include the introduction of the vernacular, the nine-year compulsory education, the introduction of the teaching of translated texts of ancient Greek literature, the introduction of elective courses. With the introduction of the nine-year compulsory education, the examinations from elementary to high school are abolished, as well as the lower vocational schools. In the context of technical and vocational education and training, there is an emerging necessity to design educational policy on the basis of the needs of the economy and the market in a globalized context. This necessitates the establishment of two levels: the secondary and the upper. The first includes the technical and vocational schools (TES: Technikés Epangelmatikés Scholés) and the technical and vocational high schools (TEL: Techniká Epangelmatiká Lýkeia), while the second includes the higher technical and vocational schools (KATEE: Kéntra Anotéras Technikís kai Epangelmatikís ekpaídefsis). The role of education is expressed by the combination of theoretical knowledge, vocational training, and practical training. Also, education is categorized into professional sectors with the aim of the direct entry of graduates of specific sectors in the labor market (Pedagogical Institute, 2009). In particular, in TEL graduates of general education, as well as graduates of lower technical and vocational schools are registered after general entrance examinations. This institution includes departments in the sectors of economy and administration, agricultural and livestock as well as social services.

The formal equality between the two networks of school mechanisms, general and technical-vocational high school, which were expressed even with the equal participation of students/three in the national exams for their admission to higher education, was essentially counterproductive. It is characteristic that the desired turn of high-level students in vocational education failed since the measures taken did not convince the Greek society of that time (Kokkos, 1982, p. 55). Furthermore, the imposition of examinations from the gymnasium to the lyceum contributed to the division of the lyceum level into general with a high level of students and technical-vocational with low.

In 1982, the primary language is now established as the official language of the state as well as the monotonous system (PD 297/1982), the entrance exams to the high schools are abolished and the compilation of new curricula for primary and secondary education and the writing new books for the teacher and the student. However, despite the radical changes and reforms that took place all these years after the change of government, the curricula remained traditional and closed. In particular, they are characterized by teacher-centered teaching methods. They give clear instructions for conducting the courses and they aim at achieving cognitive goals. They essentially overlooked the student and his/her needs, particularities, inclinations, and interests. In conclusion, the curricula are presented without a clear goal, they prefer the memorization of knowledge of the informative character and strictly determine the content of the curriculum. This results in inelastic teaching planning and of course a limited ability for the teacher to take initiative (Pedagogical Institute, 2009). After the specific period and the flourishing of the Information Society, the educational system evolved, developing a post-modern character.

The 1997 reform is one of the most crucial in the field of education, which concerns not only the general redesign of the levels and branches of education but also the change of the curricula and the writing of new books. The introductory report of Law 2525/97 (as mentioned in Bouzakis, 2002, p. 675) expresses the ideological position of that time "*the quality upgrade of Greek education is one of the important challenges facing our country to be able to meet to the global structural changes in the field of production, to the rapid development of the knowledge society and to the spectacular developments of technology, which decisively affect all human activities* ". The above is updated with the ministerial decision C2/6953/28-11-1997 the "schedule of the courses of the classes A', B' and DG lyceum" with a unified program of studies in the A' lyceum, general education courses, and directions courses (2nd and 3rd grades), courses examined at school (compulsory and elective) and courses examined in national exams. Finally, with the PD 246/98 and the ministerial decision B3/3925/98 determine the way of evaluation of the students/three of the unified lyceum and access to the higher education, while with the law 2640/98 the TEL and the TES and the technical vocational schools (TEE: Techniká Epangelmatiká Ekpaideftíria) are created which are organized in two cycles lasting two and one years, respectively. Finally, unified curricula are being developed and new books are being written, mainly for the unified lyceum and later for the TEE, while an important innovation of the 1997 reform is the introduction of ICT at all levels of education.

In 2003, the curriculum of the individual subjects for primary and secondary education is compiled for primary and secondary education by the Pedagogical Institute (2009). The above is based on funding from the framework of DG CSF (DG community support framework) and thus new books are written (student book, workbooks, teacher's book) for kindergarten, elementary and high school as well as the necessary accompanying material, which is distributed to schools from the school year 2006 until and in 2009. At the same time, an important development is the abolition of TEE and the institutionalization of vocational high schools (EPAL: Epangelmatiká Lýkeia) and vocational schools (EPAS: Epangelmatikés Scholés), with law 3475/2006 (Government Gazette 146/A) while with law 3518/2006 (Government Gazette 272/A) the attendance in kindergartens becomes two years. In the lyceum and gymnasium curricula we have an increase in the teaching hours of Ancient Greek and specifically from the original while the teaching of the second foreign language is introduced in the 5th and 6th grades of primary school. The curricula for their part are characterized by their interdisciplinary character to acquire knowledge and shape attitudes and values per level of education. The material concerns knowledge that highlights the important and the pedagogically fruitful. Its quantity is to the extent that the student can assimilate it in the available teaching time. At the same time, there is the flexibility to adapt to the rapid scientific and technological developments but also the differentiated needs of the students. Particular emphasis is placed on the development of student's critical thinking through group collaboration and interdisciplinary approaches.

In the latest reforms, therefore, the interdisciplinary and holistic approach to knowledge is necessary for the development of skills that are particularly useful in the daily life of each student. With the application of interdisciplinary approaches, school time is utilized since the knowledge-oriented orientation of teaching is significantly limited. The teacher is a mediator in autonomous learning, which students acquire through their active participation in relevant educational activities. The proposed teaching strategies aim to involve students/three in an environment of active knowledge approach. Methods such as exploration and discovery, environmental visits, demonstrations using appropriate supervisory material, discussion, collaborative teaching, and

narration can be applied, as the case may be, alone or in combination, depending on the unit, the needs of the students, the school conditions, and the means available to the teacher (Pedagogical Institute, 2011).

In 2011, following a relevant suggestion of the Coordinating Council of the Pedagogical Institute, the pilot implementation of courses and experiential activities in the high school for the needs of the "new school" act, in which 67 high schools of the country participate, begins. Objectives of the pilot application are

(a) the implementation of the new curricula in real school conditions,

(b) the evaluation to improve,

(c) the final configuration of the curricula, and

(d) the development and investigation of the role of teachers as educational project designers and designers of educational materials and learning environments.

The main goal, however, is the ability of the teacher to have the opportunity for initiative and the right to adapt the goals to the special conditions of his classroom using his own teaching materials and his own practices which are shaped according to the learning needs of his students (Dendrinou, 2011). From the school year 2010-2011, the unified reformed educational program (EAEP, 2010) has been piloted, signaling rearrangements in Informatics courses, preparing the ground for the full development of the digital school and the new pilot curricula. In 2010, after the updating of the curriculum, the course is introduced in the all-day primary school under the name "ICT". The same year with a ministerial decision is applied to the morning cycle as a separate subject. It is implemented through the implementation of the new reformed program that initially concerned 800 Primary schools in the territory. The first problems concerning the pedagogical approach of the subject regarding the primary school students, the lack of material and technical infrastructure in the schools, the need for training of the teachers who will be transferred to the primary education, but also appear immediately.

In the school period 2106-2017, with the equation of all types of primary schools, the subject of ICT is attached to the general renewed breakfast schedule by reducing the schedule to one hour per class. At the same time, it remains in the afternoon program as an object of choice by the students. According to the new curriculum of the ICT course, in primary school all students should have the opportunity to develop at least the suggested skills (knowledge, skills and attitudes) related to ICT. The curriculum gives special emphasis to the formation of learning situations that will allow the completion of knowledge and technical skills, the cultivation of learning skills and methodological skills in ICT that aiming at the autonomous development of all students. In 2017, Ministry of Education, Research and Religious Affairs in collaboration with the Ministry of Labor, Social Security and Solidarity to offer to the graduates of the vocational high schools (EPAL) an alternative and safe way of entering the labor market begins the implementation of the institution of the post-secondary year-apprenticeship class. The program aims to upgrade the qualifications of EPAL graduates and at the same time to gain work experience (Ellinikí Kyvérnisi [Greek Government], 2017).

CONCLUSION

In conclusion, the successful implementation of educational technology in schools does not depend solely on accessibility or the lack of any factor. It depends on a dynamic process that includes several interrelated factors, such as adequate support from managers, the existence of forecasting and planning of the supply chain to keep pace with new technological developments, equitable digital infrastructure of schools, acceptance the usefulness of the use of technology and the continuous information and acquisition of knowledge by teachers concerning ICT, as well as their correlation with innovative teaching methods.

As can be seen from all that has been recorded and analyzed, there are great changes in educational policy both in our country and in the rest of the world based on the evolution of the modern philosophical current in the post-modern era. These changes have to do with the nature of learning and especially with its expected result, not only in the individual but also in the wider structure of the social web. The result is presented as the product of human capital that is part of market economy conditions. The acquisition of knowledge is now transformed into a process of anxious and continuous learning effort that aims at the manipulation first of all of knowledge in the broadest sense and secondarily of the objects that are subject to it. However, according to Karavakou (2018), learning in the context of postmodern learning enlightenment is something unique and anthropologically universal. In this context, we are called by Karavakou (2018: 9) "to record, in a spirit of epistemological humility and evaluative pluralism, all our theoretical, practical and institutional planning for the education and training of modern man".

In the aftermath of our specific approach, as active participants in the events of the Greek education system, we must agree with Antoniou and Karavakou (2017) that, regardless of statistical significance and accuracy, educational research and policy have ended in a vicious cycle. The cycle of infinite formalism, devoid of substantial reflection for education and modern educational culture. We believe that an approach to the operation of our education system based on the principles of phenomenology may be the solution while giving the impetus for courageous reforms. However, the constant changes in the whole range of primary and secondary education and the "bombardment" of circulars act as a deterrent to such an effort. The problem is exacerbated by the reckless and excessive use of the multitude of teachers, who are "flooded" every day with invitations to complete questionnaires related to educational research.

The flow of the study of the reforms of the Greek education system recognizes a smooth transition from the period of modernism to postmodernism, albeit with a delay compared to the rest of Europe. The continuous reforms in education have brought positive results in terms of the transformation of the public good of education into a postmodern version of it. Consistency and the need for improvement are guided by ensuring the quality of education and the preservation of the participants (students,

teachers, families, society) in it. However, it is worth noting that reform changes, which did not have substantial real changes, created an unstable environment, which hurt education itself.

In closing, we would like to turn our attention to the teachers. Believing that they are one of the most important factors in the educational process, we give the opportunity, through present research, to project their concerns. Let us listen to them, then, and try to convey this information to those responsible for planning the educational policy of our country. On the other hand, let us understand ourselves, as active teachers that knowledge is multilevel and its correct and responsible transfer to students is a key goal of our educational function.

REFERENCES

Allen, A., & Goddard, R. (2017). *Education and philosophy: An introduction*. SAGE. https://doi.org/10.4135/9781529714883

Antoniou, K., & Karavakou, V. (2017). Education in crisis: Reflections on the contribution of phenomenology to modern educational and political culture. In M. Brinkmann, M. Buck, & S. Rödel (Eds.), *Pädagogik-Phänomenologie. Phänomenologische Erziehungswissenschaft* (vol. 3., pp. 209-223). Springer. https://doi.org/10.1007/978-3-658-15743-2_12

Apple, M. (2004). *Ideología kai analytiká prográmmata* [Ideology and curricula]. Observer.

Arendt, H. (1968). The crisis in education. In H. Arendt (Ed.), *Between past and future: Eight exercises in political thought*. Penguin.

Autio, T. (2003). Postmodern paradoxes in Finland: The confineints of rationality in curriculum studies. In W. Pinar (Ed.), *International handbook of curriculum research*. Lawrence Erlbaum Associates Publishers.

Ball, S. J. (1990). *Education, inequality and school reform: Values in crisis*. Kings College Memorial Lecture.

Ball, S. J. (1994). *Education reform*. McGraw-Hill Education.

Baudrillard, J. (1991). *I ékstasi tis epikoinonías* [The ecstasy of communication]. Kardamitsa Publications.

Baudrillard, J. (2000). *I katanalotikí koinonia* [The consumer society]. Nisides Publications.

Bernstein, R. J. (1983). *Beyond objectivism and relativism*. Basil Blackwell. https://doi.org/10.9783/9780812205503

Biesta, G. (2013). Interrupting the politics of learning. *Power and Education, 5*(1), 4-15. https://doi.org/10.2304/power.2013.5.1.4

Bouzakis, S. (2002). *Ekpaideftikés metarrythmíseis stin elláda, protováthmia kai defterováthmia Genikí kai technikoepangelmatikí ekpaídefsi* [Educational reforms in Greece, primary and secondary general and technical vocational education]. Gutenberg.

Carr, W., & Kemmis, S. (1986). *Becoming critical: Education, knowledge and action research*. Falmer Press.

Clarke, M. (2012). The (absent) politics of neo-liberal education policy. *Critical Studies in Education, 53*(3), 297-310. https://doi.org/10.1080/17508487.2012.703139

Dafermos, M. (2003). Mia apópeira methodologikís kritikís ton koinoniologikón ermineión tis ekpaídefsis [An attempt at a methodological critique of sociological interpretations of education]. *Sýnchroni Ekpaídefsi: Trímini Epitheórisi Ekpaideftikón Themáton*, (129), 91-106. https://ejournals.lib.auth.gr/1105-3968/article/view/4455

Dendrinou, V. (2011). To néo prógramma spudón ke i pilotikí efarmogí tu [The new curriculum and its pilot implementation]. *Stin imerída ya ta stélexi tis diíkisis tis ekpédhefsis. "Ta néa prográmmata spudón os ergaléa ya ton ekpedeftikó"*.

Docx, E. (2011). Postmodernism is dead. *Prospect Magazine*. https://www.prospectmagazine.co.uk/essays/49336/postmodernism-is-dead

Ellinikí Kyvérnisi [Greek Government]. (2017). *O thesmós tis mathiteías allázei me ti synergasía Ypourgeíou Paideías Érevnas kai Thriskevmáton kai OAED*. [The institution of apprenticeship is changing with the cooperation of the Ministry of Education, Research and Religious Affairs and the OAED]. https://www.government.gov.gr/thesmos-tis-mathitias-allazi-me-ti-sinergasia-ipourgiou-pedias-erevnas-ke-thriskevmaton-ke-oaed/

Featherstone, M. (1991). *Consumer culture and postmodernism*. SAGE.

Foucault, M. (1988). *Technologies of the self: A seminar with Michel Foucault*. University of Massachusetts Press.

Glinos, D. (1929). Ta ekpaideftiká nomoschédia: Oi agrámmatoi pou ménoun agrámmatoi [The education bills: The illiterate who remain illiterate]. *Akropolis Newspaper, June 14, 1929*.

Good, T. L., & Brophy J. E. (1990). *Educational psychology: A realistic approach*. Logman.

Greenhalgh, T., Wong, G., Westhorp, G., & Pawson, R. (2011). Protocol-realist and meta-narrative evidence synthesis: Evolving Standards (RAMESES). *BMC Medical Research Methodology, 11*, Article 115. https://doi.org/10.1186/1471-2288-11-115

Habermas, J. (1983). Modernism–An incomplete project. In H. Foster (Ed.), *The anti-aesthetic: Essays on postmodern culture* (pp. 3-15). Bay Press.

Hall, B., & Gieben, B. (1992). *Formations of modernity*. The Open University Press.

Harvey, D. (1989). *The postmodern condition*. Johns Hopkins UP.

Harvey, D. (2007). *A brief history of neoliberalism*. Oxford University Press.

Held, D. (1980). *Introduction to critical theory: Horkheimer to Habermas.* University of California Press.

Heller, A. (1999). *A theory of modernity*. Blachwell.

Horkheimer, M. (1984). *Filosofía kai koinonikí kritikí* [Philosophy and social criticism]. Ypsilon.

Iliou, M. (1988). *Ekpaideftikí kai koinonikí dynamikí* [Educational and social dynamics]. Poreia.

Kant, I. (1971). On the common saying: This may be true in theory, but it does not apply in practice. *Kant's Political Writings, 79*.

Karavakou, V. (2011). The spectrum and the challenge of lifelong learning. In Lifelong learning: Interdisciplinary approaches (pp. 1-32).

Karavakou, V. (2017). I ékstasi tis epikoinonías kai i revans tou lógou [The ecstasy of communication and the revanche of reason]. In *Filosofeín, Politiká, Anthropologiká, 7*, 110-134.

Karavakou, V. (2018). Phronesis and transformative learning: A joint challenge for moral philosophy and educational theory. *Philosophy, 8*(8), 383-394. https://www.davidpublisher.com/Public/uploads/Contribute/5c0632d116c42.pdf

Kenway, J., Bigum, C., & Fitzclarence, L. (1993). Marketing education in the postmodern age. *Journal of Education Policy, 8*(2), 105-122. https://doi.org/10.1080/0268093930080201

Kokkos, A. (1982). I "strofí" stin techniko-epangelmatikí ekpaídefsi [The "turn" in technical-professional education]. In *Critique of educational policy 1974-1981*.

Komis, V. (2004). *Eisagogí stis ekpaideftikés efarmogés ton Technologión tis Pliroforías kai ton Epikoinonión*. [Introduction to the educational applications of Information and Communications Technologies]. New Technologies Publications.

Kvale, S. (1992). *Psychology and postmodernism*. SAGE.

Lyotard, J.-F., Bennington, G., & Massumi, B. (1984). Review of the postmodern condition: A report on knowledge. *Poetics Today, 5*(4), 886-886. https://doi.org/10.2307/1772278

Lyotard, J. F. (1992). The *postmodern explained to children: Correspondence 1982-1984*. Turnaround.

Lyotard, J. F. (1993). The *postmodern explained: Correspondence, 1982-1985*. University of Minnesota Press.

Macedo, D. (2002). Εισαγωγή [Import]. In N. Chomsky (Ed.), *Education without freedom and judgement* (pp. 27-45). Kastaniotis.

McLaren, P. (2003). Revolutiony pedagogy in post-revolutionary times: Rethinkig the political economy of critical education. *Educational Theory, 48*(4), 431-462. https://doi.org/10.1111/j.1741-5446.1998.00431.x

Paidagogikó Institoúto [Pedagogical Institute]. (2009). *Analytiká prográmmata. Diatmimatikí epitropí gia ti morfotikí aftotéleia tou lykeíou kai ton diálogo gia tin paideia* [Detailed programs. Interdepartmental committee for the educational autonomy of the lyceum and the dialogue on education]. http://www.pi-schools.gr/paideia_dialogos/analitika-programata.pdf

Papert, S. (1992). *The children's machine*. Basic Books.

Papert, S. (1998). *Child power: Keys to the new learning of the digital century* [Paper presentation]. The 11th Colin Cherry Memorial Lecture on Communication.

Paidagogikó Institoúto [Pedagogical Institute]. (2011). *Prográmmata Spoudón. Genikó Méros* [Study Programmes General Part]. http://www.pi-schools.gr/paideia_dialogos/analitika-programata.pdf

Sahlberg, P. (2006). Education reform for raising economic competitiveness. *Journal of Educational Change, 7*(4), 259-287. https://doi.org/10.1007/s10833-005-4884-6

Tompkins-Stange, M. E. (2020). *Policy patrons: Philanthropy, education reform, and the politics of influence*. Harvard Education Press.