Economic Education in Greece at the High School Level

Despina Makridou-Bousiou, Stavros Tsopoglou

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Contents

Modernisation of the Greek secondary education system in the last twenty-five years has mainly focused on language reforms, the content of history course and changes in the university entrance examinations in all of which the ministry of education has the first and last word. In 1986 we had the first educational reforms that expressed the political will to introduce the teaching of economics and business. Political Economy and Economics gradually appeared as curriculum courses compulsory only to students who planned to pursue a career in the area of business and economics. Only after the 1998 new secondary education reformation law *(1)* promising to further modernise this level of education, that Economics is considered a general education course, compulsory to 1st and optional to 3rd year upper high school students. *(2)*

Economics and business education existed as accounting and industrial studies in the few older economic high schools up to 1976. Other types of high schools offered some economics knowledge in geography and history courses. Private and semiprivate "free studies" schools offering business vocational diplomas traditionally filled the absence of economic and business education. Only during the last two decades the state introduced economic education in secondary education first in the technical/vocational type of upper high schools (15-18 years) and then in the last year of general upper high schools and only for students following the track of social sciences.

Early economics teachers were mostly mathematicians who were gradually replaced by business economics university graduates. Because most of the former and later had no university training in education they were required to attend a state organised education institute, PATES/SELETE. This situation has changed in our days since most of the economics departments have included economics education courses in their curricula.

A short history of the greek educational system

Three things have characterised the Greek educational system as whole for the past years:

Courses are taught with teachers being mere transmitters of knowledge and solutions to known problems by face to face rhetorical presentations of subject areas.

Knowledge is reproduced automatically and uncritically not allowing

students to search his/her official textbook any further.

The system is centralised, highly bureaucratic and as a result not flexible enough to adjust to a constantly changing technological environment.

The first attempts to modern educational reform date back to the 1976 laws on education of the New Democratic Party (NDP), which, in a way, continued what began in 1963 as a mild period of changes, and had abruptly been brought to a halt by the 1967-1973 military junta. The basis of this reform was the introduction and use of the spoken language in all levels of education and the expression of a political will for renewal and modernisation. These new laws and regulations basically sought to provide a better education, on the primary and secondary levels of general and technical education, and develop a more efficient manpower force in view of the coming integration of Greek society to the European Union. They did not manage to create an independent national scientific and technical infrastructure that would utilise national productive potential. Ruling social and political conservatism, seeking to maintain established centres of social and educational power, failed to see an increasing unrest and will for change among university students and lower level teaching staff. Educational reform at the university level was introduced but withdrawn underlining in away the limitations of this first period of educational reform.

After 1981 we have a new attempt to reform the education system by the second largest party in Greek politics, the Socialist Party (PASOK). During the 1982-85 period previous reform at the primary and secondary level was completed with minor changes while, most important, the first structural changes in higher education since the 1930s were introduced.

The Greek education is divided to three levels as in all countries, primary secondary and higher education. The primary is for students of six to twelve years and the secondary for years twelve to eighteen. Secondary education, in the past (1976-1998), was divided into two cycles, the Lower High School or Gymnasium (ages 12-15) and the Upper High School or Lyceum (ages 15-18). The latter was distinguished up to1998 into three types, the General, the Technical-Vocational and the Multidisciplinary Lyceum. The role of the General Lyceum had basically been to prepare students for the entrance examinations to state universities, the role of the Technical-Vocational was to prepare students for professional life and the Multidisciplinary Lyceum had to combine general education with modern technological knowledge and skills.

With the 1998 educational reform the government is trying to change the relation between secondary and higher education and promised to open up the latter to more students. Changing the structure of the Lyceum (upper high school), it unified all previous types into a Unified Lyceum (UL) leading to a Diploma which will determine access to higher education schools. Students who do not choose or fail the UL Diploma at any time are directed to the Technical-Vocational Schools, a post lower high school education system which resembles former Lycea but provides limited access to higher education.

As in all previous secondary education reformation laws a central point of the changes is the introduction of a different upper high school examinations system and a new process of university entrance examinations. Since content of courses examined, relation of high school performance to university access and objectivity in grading have been key political and educational issues the ministry of education proposes new solutions to accumulated problems related to these matters. The previous examination system was a process managed and administered centrally.

The course content was assigned from standard upper high school textbooks and the courses were grouped in four tracks of study. Upper high school students had to chose one of these tracks during their final year and the university entrance criterion was solely the performance in these exams while performance at school did not relate with that process at all.

The new examination system in effect sets as its criterion for entering higher education the performance in the Unified Lyceum Diploma which is computed as weighted average of school performance and examinations of both B (30) and C (70) grades of this school. It should be noted that although emphasis is given to class performance where the student-teachers relationship is important, examinations are still nation-wide and are carried by the a central examinations board. Diploma grades are determined by the students' oral and written grades of the chosen courses that are grouped in three "Tracks" of study while entrance to higher education schools depends on the Diploma (80) and the grades of two courses (15% and 5% respectively) specific to one of the five fields of knowledge which group the available higher education schools and departments.

Today it still remains to be seen whether this new system, as politically and educationally argued by state officials, will provide solutions to two of the main problems of the previous situation. First the support of the autonomous role in learning of the upper high school and second the scaling down of the increasing role of private tutorial schools offering standardised methods of learning through memorisation and occupy the minds and time of Greek students most of their last two or three years at upper high school.

The greek secondary education system today

No major structural changes have been enforced for the Gymnasium (Lower High School). The Ministry of Education and its Pedagogic Institute promised changes in course content and teaching methods that are not specified and are characterised by the terms "modern" and "new".

The Unified Lyceum (Upper High School) *(3)* has the following structure:

Students of grade A (first year) attend common to all "general education" courses with a weekly load of 31 or *(4)* 33 hours.

Grade B (second year) students have to choose among three "Tracks" programmes, the Theoretical, Positive and Technological. A maximum course load of 31 or 33 hours per week is divided to 60 or 65% general education courses and 40 or 35% courses specific to the track chosen.

Grade C (third year) students of the Technological track have further to choose between two "Cycles", the Technical-Production and the Informatics-Services. A course load of 30 or 32 weekly hours is split to 50 or 55% general courses and 50 or 45% track specific ones.

All grade B and C general education courses are compulsory while track specific courses can be either compulsory or optional. Student choices are made according to the lyceum track chosen and the higher education field desired. The "Principles of Economic Theory" course for example is presently an optional course for all tracks and carries more weight for entering an Economics Department or a Business School, while "Math and Statistics" is a general education, and thus a compulsory to students of all tracks, course which also, though to a smaller degree, counts toward

entering this field of studies.

The Technical-Vocational School (TEE) *(5)* provides two cycles of study and training. First a two-year cycle (grades A and B) offering a second level diploma and second an additional one-year offering a third level diploma. Its goal is to offer specialised professional knowledge and practice along with general education.

Students may choose a "Specialisation" area among a variety of "Departments", their course load of 34 hours per week is divided between 41%, 29% or 23% for general courses and the remaining 59%, 71% or 77% for specialisation courses. Diplomas earned provide students with licenses to practice specific trades and could, under certain performance conditions, make them eligible to attend the Unified Lyceum or the university level technological institutes. On the other hand students who fail the Lyceum examinations can continue to these schools.

The Greek secondary education system has not yet managed to meet any of the goals listed in the General Statement of Milan by the Association of European Economics Education (AEEE) (August 2000) *(6)*. Educators, scholars, policy makers and citizens really see things in a more objective and rational way in order to find solutions to the educational problems that have been present and piling up for the last 25 years of reform attempts.

The philosophy and mission of the educational system today could be described as an unstable equilibrium reached by the ideologies of a variety of pressure groups that participate in a process of compromising under the track of the state officials and institutions. Political parties, state officials, the Church, teachers and syndicalists, tutoring establishments and non-representative parent organisations have managed through the years to block changes that are usually lost within a rhetoric on nationalism or religion, and a vagueness which merely reinforces interests of these groups. The complete absence of any rational general plan has lead governments to take measures with a small time horizon that merely try to resolve all conflicting tendencies through regulations that promise "institutional objectivity". The end result is a maze of laws and regulations that have created a highly centralised educational system where every unbelievable detail is predetermined.

We can easily say that in the eve of the 21st century the public educational process in Greece, at the lower and upper high school level and for all courses, is very much closed to itself and smothers educators and teachers alike not letting any space for the development of initiative, participation, critical thought, imagination and creativity. Everything from course content, the single textbook, pages to be covered, end chapter questions and problems, answers to the teacher, examinations, grading and picnics are in the sole responsibility of the Ministry of Education.

Only few major studies have been carried as to the results of the Greek secondary education system. One could get a idea of what is going on by just looking through some reported figures in newspapers:

A 1995 OECD study stated that the literacy rate in Greece is the lowest among western nations.

In the first (1995) examinations for the employment of state officials (all hierarchical levels) organised by the State Council for Personnel Recruitment (ASEP), the results indicated a low educational level. The examinations were nation-wide and it can be considered a representative sample of the secondary and university level Greek education system. No other similar examinations have taken place ever since.

In the 1998 examinations by the State Council for Personnel Recruitment for the employment of primary and secondary education teachers the majority of candidates failed. The poor performance occurred both in the general education and the specialisation courses.

Only 30 % of the Gymnasium (lower high school) students will end up getting a Unified Lyceum Diploma (upper high school diploma) and enter universities or university level technical institutes. The rest will either not even try or drop out in the 2nd and 3rd year of this school. Further more there is a strong belief among teachers that many of the lower high school graduates could be characterised by "structural illiteracy".

A recent survey indicated that 3rd grade Lyceum students "know" things but do not "understand". They can associate words with things but are weak in thinking, that is using a relay of meanings. Memorising seems to be an strong attribute gained during their previous education period in public and private tutorial schools. Abstract reasoning is very weak and this inability seems to be socially determined.

The level of Technical-Vocational Schools is generally regarded as low and appropriate "weak" students or for "failures. These schools lack teaching staff as well as educational means.

This is the general educational context in which one should try to analyse and understand economic and business secondary education in Greece.

The reaching of economics in greek secondary education

Economic knowledge has been traditionally offered to students in two distinct ways, indirectly as part of history, geography or sociology. Economics as a discrete subject was first introduced in the Technical-Vocational Lyceum in 1977. The Principles of Economics course has been taught in the third year of the General Lyceum (18 year old) and only to students who intend to follow social science university studies since 1976. In technical/vocational schools all students of the first grade (15) had Principles of Economics as a common course. In the last two grades students who select the field of economics and business took two more courses, Greek Economy and Economics.

The above situation changes drastically with the new reform law, starting 1998-99, which includes changes in the economics education in secondary education. In the first year of the unified upper high school (15-16 years old) the Principles of Economics course is offered to all students as compulsory. This is the first time that all of the upper high school students will be obligated to attend an economics course since with the previous situation in general lyceum schools only students of one track had this course in the third year (17-18 years old). This very important since the majority of students in the past have attended general upper high schools and a large percentage of them finished high school without any economics knowledge.

In the third grade the upper high schools the course of "Elements of Economic Theory" is offered as optional to all tracks. During this year the cycle of technology and production of the technological track offers as optional the course of "Agricultural Development" while the other cycle of "Information Systems and Services" includes the course of "Principles of Management" as compulsory and the courses of "Elements of Accounting" and "Computerised Accounting" as optional.

Thirty-two university departments in several cities today have been running programmes leading to economics or business four-year degrees. In addition, thirty-four departments in the state three-year technical institutes (TEI) *(7)* offer accounting and management degrees in eleven cities. Economics and Management are the study areas with the largest number of students that have absorbed the increasing demand for university education in the last decades. Three economic universities also operate Master of Business Administration (MBA) programmes. It is interesting to note that most of the unofficial, yet operating, private higher education establishments offer graduate and post graduate degrees in the same areas.

As a result there is no lack of economics and business educators, although when economics courses were firstly introduced mathematicians were assigned to teach them. As in last ten years, from now on, teachers who have degrees from economics and business departments and who in addition are required to attend and get an education diploma from a state organised education institute PATES/SELETE will teach all of the above courses. Many of these departments have also included education courses, as optional in their curricula and their graduates demand to enter the Economics teaching profession without having to go through the above institute.

Teacher of Economics in secondary schools are organised as all other teachers in peripheral federations (ELME) forming a national confederation (OLME) *(8)*, which is mainly a union focusing on employment wage and general politics issues. They also have specific associations on a peripheral and national basis but these organisations do not have the power and means to solve problems and assist the professional life of its members. A few university scholars and ministry officials associated with the AEEE are trying to create a network that would make the exchange of information and experience possible and bring economics teachers closer to their European colleagues. *(9)*

While goals and structure need time to be assessed, parents, students, employed and unemployed teachers, private tutors or private tutoring establishments, private post secondary education institutes and the mass media focus their interest on the last two changes, both principal issues of the Greek society for the last decades.

Three courses in the curriculum of the Gymnasium include economic concepts to an extend that would require an economics teacher and interest the economic education scholar; Technology (grades A and B), Geography (grade B) and Home Economics (grade B).

The course of Technology introduces students to the basic economic concepts and principles and also provides them with the understanding of the production process and the operations of the firm from both the economics and management point of view.

One of the units in the course of Geography introduces students to the development of economic activity within the national, international and European context. Economic concepts that are presented and used in the course are GDP, economic development and "basic sectors of an economy".

Home Economics is a course which will attempt to develop the economic thinking of students in matters of everyday life. Managing family and personal budgets, personal income and income distribution are key economic concepts in this course.

Lyceum, the second three-year part of secondary education system in

Greece, offers two economics courses, two courses with applied economics parts and two business courses.

"Principles of Economics", is an introductory course which all grade A (1st year) students have to attend and "Principles of Economic Theory" an optional course for grade C (3rd year) students. A recent law reform is planning to change latter into a compulsory course, along with Sociology, in order to strengthen the humanities aspects of the Lyceum studies.

Two Applied Economics and two Business Management courses are mainly offered in the Technological track of studies. "Technology-Development" is offered as a compulsory course while "Industrial Production-Energy" as an optional subject for grade C (3rd year) students of the Technology-Production cycle of this track. The courses of "Principles of Accounting" is an optional course for all students grade C (3rd year) in the above track while "Principles of Business and Services Management" is offered as a compulsory course for students in the Informatics-Services cycle.

In Tables 1 to 3 of Appendix I a summary is given of all Economics and Business courses offered at the Greek secondary education level. The goals and content of all new Economics Lyceum courses is summarised in Appendix II.

IT technology in economics education in greece

Instructional methods in general education and in economics-business education in particular have changed dramatically in the last two decades and challenge the traditional teacher-lecture, blackboard, text and class relationship. After a slow development from the voice and vision broadcasting educational programmes technology to the punched card mainframes, photocopiers and overhead projectors we have the geometric growth of electronics technology with microcomputers, personal computers, interactive and multimedia CD-ROMs, the Internet and Intranets. All these innovations claim to have the potential to revolutionise the education process but their effectiveness has still to be established in educational research.

Economics-business education as a discipline, relying very heavily on quantitative, graphical and simulation-game type aspects, adopted these innovations quickly with the USA, UK and French educational systems having the lead. Yet research carried basically in the use of mainframes found that positive results were very limited. Similar results are expected in the use of micro and personal computers, although not yet proven. Classroom lectures, textbooks and material library referencing continue to resist and constitute the largest part of the learning process.

The Greek educational system lagging behind the USA and European systems joined experimentally this cycle of development at the video and PC face in the middle of 1980s when information technology had already become widespread and relatively inexpensive. Today with the even larger decreases in student, teacher and institutional costs of using this technology it is a challenge to state officials, economics educators, private software producers and publishers to provide all means and methods that will make primarily the general public and students computer and business economics literate while assisting the study of the discipline of economics.

Statistics given by the Institute of Computer Technology show that only 18% of the country's 3955 secondary education schools had access to the Internet, of which only 283 had a presence in the www (40% of the

schools with internet access and 7% of the country's total). *(10)*

In spite of language barriers all parties involved are in a better position than ever to develop or adapt state-of-the-art economics-business education technology, at a "principles" level and produce hypertexted manuals, problem and data sets, simulation-game material, case studies, role-playing and electronic referencing within local national and international networks. These instructional tools within an electronically networked environment could recast established notions and structures of learning as "teacher, lecture, group, individual, classroom, home, library" and rearrange their relationship and relative importance in more creative, exciting and effective ways.

Conclusions

It could be considered a luxury to deal with economics education in a secondary education system that, as it is widely accepted, has even solved problems in the teaching of humanities, the natural and other social sciences and the arts. Greek secondary education schools, up to the present, have provided students wide encyclopaedic knowledge but in a way that has promoted merely knowing and not understanding, memorising and not thinking.

In this context economics and business courses have traditionally been offered as professional training courses and not as general education courses that help to make material and social relations of production, consumption and accumulation of products and wealth intelligible.

Political Economy appeared as a specialisation course in Upper High school, Lyceum, grade C curriculum in 1986 and only with the 1998 secondary education reform do we have the course of Principles of Economics offered as a general education course to all students of Lyceum grade A. In addition we have the Principle of Economic Theory course taught as an optional subject to all Lyceum grade C students and serious discussions on making it compulsory in order to complete the economic knowledge introduced in the first year.

It is more than certain that the addition of new courses in itself is nothing but a first step in an educational reform. Other expressed intentions which are usually included in the introductory part of laws must materialise in order for the process of teaching, learning, knowing, understanding and critically thinking to be completed. Decentralisation of the educational relation and process and providing the means for the development of initiative, imagination, creativity and participation should be goals to be attained.

APPENDIX I

Table 1: Economics and Business Education in Greek secondary education since 1998-99

Gymnasium [Lower High School (ages 12-15)]

Grade A (1st year)	
Grade B (2nd year)	Technology (c)

Grade C (3rd year)	Technology (c), Geography (c), Home Economics (c)

Unified Lyceum [Upper High School (ages 15-18)]

Grade A (1st year)	**Principles of Economics (c)**
Grade B (2nd year)	
Tracks (3)	
1. Theoretical (Human, Social Science)	none
2. Positive (Math, Natural Science)	none
3. Technological (Engineering, Architecture)	none
Grade C (3rd year)	**Principles of Economic Theory (e)*, Math and Statistics (c)****
Tracks (3)	
1. Theoretical	Principles of Economic Theory (e)*, Math and Statistics (c)**
2. Positive	Principles of Economic Theory (e)*, Accounting Principles (e)*
3. Technological	
Cycles (2)	
a) Technology -Production	Technology-Development (c)
	Industrial Production-Energy (e)
	Agriculture and Agricultural Development (e)
b) Information Systems-Services	**Principles of Business and Services Management (c)**

*possibly (c) next year

**carries extra weight for the Econ and Bus Field and usually regarded as an Econ course.

Notes: (c)=compulsory, (e)=elective/optional

Table 2: Economics and Business Education in Greek secondary education 1976-1998

TYPE OF SECONDARY EDUCATION SCHOOL	1976-81	1982-1998
Lower High School (ages 12-15) Grade A (1st year) Grade B (2nd year) Grade C (3rd year)		
General Lyceum (ages 15-18) (Upper High School)		

Grade A (1st year) Grade B (2nd year) Grade C (3rd year)		Political Economy (s)
Technical/Vocational Lyceum Grade A (1st year) Grade B (2nd year) Grade C (3rd year)	Principles of Economics (c) Mathematical Economics (s) Accounting (s) 4 courses in Economy (s) 3 courses in Accounting (s)	Computerised Accounting (s) 1984
Multidisciplinary Lyceum 1st year 2nd year 3rd year 4th year	Principles of Economics (c) Greek Economy (c) Management (c) Political Economy (s) 3 Accounting, Math Economics (s) 6 courses in Accounting and Management	

Table 3: Technical-Vocational Schools (Secondary post high school education)

CYCLES	EXISTING DEPARTMENTS	EXAMPLES OF SPECIALISATION
A' (ages 15-17) Grade A (1st year) Grade B (2nd year) B' (ages 17-18) (3rd year)	1. Economics and Management	1.1 Economic Services 1.2 Management Services 1.3 Hotel Management Services
	2. Agricultural, Food and Environment	2.1 Agricultural Enterprise Management 2.2 Food Technology and Marketing of Agricultural Products 2.3 Plant Technology-Landscape Architecture 2.4 Environment-Agro-Tourism
	3. Health and Social Care	Dietician

4. Mechanical Engineering	4.1 Freezers and Air Conditioning 4.2 Aeroplane Engineering 4.3 Auto Engineering
5. Electrical Engineering	Electromechanical Systems-Car Automation
6. Chemical Engineering Applications	Chemical Industries and Mining
7. Electronics Engineering	Electronic Communications
8. Beauty and Hair Services	Beautician
9. Informatics	
10. Applied Arts	

Economics and Business Courses Offered

ECONOMICS COURSES Principles of Economics Tourist Economics Agricultural and Economic Policy European Union Economics Contemporary Economic Relations	MANAGEMENT COURSES Accounting Principles, Tax Accounting, Bookkeeping Cost Accounting, Corporations Accounting, Principles of Marketing, Management Principles, Hotel Management, Personnel Management, Agricultural Business Management Agricultural Products and Services Marketing

Notes: (c)=compulsory, (e)=elective/optional, (s)=specialisation

APPENDIX II

GOALS AND CONTENT OF ECONOMICS AND BUSINESS COURSES IN GREEK SECONDARY EDUCATION

Principle of Economics (compulsory, Lyceum: grade A)

Course goals:

To make students think of problems they have to solve in every day life and underline the economic aspects of these problems.

To familiarise students with basic economic terminology and concepts.

To prepare students for the Economics courses offered during the next two years.

Course content:

Introduction, Commodities-Goods and Services, Consumption, Production, Exchange-Prices, Money, Income Distribution, Wages-Labour, National Accounts, Government Economics, Economic System-Development, Economic Crises, European Union

Principle of Economic Theory (optional, Lyceum: grade C, all three Tracks)

Course goals:

To reinforce and complete the economic knowledge attained in the grade A course

To understand economic concepts through the theory of Supply and Demand

To understand the operation of economic units and the economic system

To gain knowledge of fundamental economics in order to be enable students to enter the labor market or continue their studies at the post secondary education level.

Course content:

Basic Economic Concepts, Demand for Goods, Production-the Firm-Cost, Supply of Goods, Price Determination, Types of Markets-Competition, GDP, Banking System, Economic Cycles-Inflation-Unemployment, Public Finance, International Economics-European Union-Greek Economy.

Technology-Development (compulsory, Lyceum: grade C, Cycle :Technology -Production)

Course goals:

To introduce students to the concept and process of development.

To study the theories of development in order to be able to distinguish and compare general development and economic progress.

To associate the coefficients of production with development.

Course content:

Three chapters (Development, Coefficients of Production and Development, Sectors of Production-Technology and Development)

Agriculture and Agricultural Development (optional, Lyceum: grade C, Cycle :Technology -Production)

Course goals:

· To introduce students to the concept and process of development.

· To study the theories of development in order to be able to distinguish and compare general development and economic progress.

Course content:

Two Chapters (Development, Coefficients of Production and Development, Sectors of Production)

Industrial Production-Energy (optional, Lyceum: grade C, Cycle :Technology -Production)

Course goals:

To understand economic concepts through actual case studies of industrial production

To know the stages of product transformation i.e. planning, programming, management and control of the production process

To form an objective view of Greek Industry and its potentials in order to contribute to its future development.

Course content:

Two chapters (Economic Principles, Industry and Energy, Industry)

Accounting Principles (optional, Lyceum: grade C, all three Tracks)

Course goals:

To be able to measure with accuracy the net worth of a firm.

To be able to account for the changes in net worth.

To be able to measure the economic results of a firm's operation.

To be able to manage a firm's net worth.

To be able to gather information and statistical data for a firm and study the changes of its variables.

Course content:

Introduction-Basic Concepts, Reporting the Net Worth of a firm, Accounting for changes in Net Worth, Double-Entry Accounting, Accounts and Groups of Accounts-Further Analysis of Net Worth, Accounting Statements, Accounting Books, Year-end Balance Sheet, The Greek General Accounting System.

Principles of Business and Services Management (compulsory, Lyceum: grade C, Cycle: Information Systems-Services)

Course goals:

To understand why firms and organisations are created and how they relate to their environment.

To know a firm's basic functions

To understand the importance and content of management and administrative functions.

To understand the character of occupations in the area of Business Administration.

Course content:

Firms and Organisations, Management Science, Business Administration, Modern Tendencies in the Management of Firms and Organisations.

APPENDIX III

AEEE

Association of European Economics Education

Association Européenne de l'Enseignement Economique

GENERAL STATEMENT

Milano, 30 august 2000

The AEEE believes that secondary education in European schools should provide a basic level of economic literacy.

An understanding of fundamental economic concepts is important to enable young people to understand the world in which we live, and to enhance their chances of professional development in this domain.

The AEEE therefore strongly invites national governments and those responsible of the European Union for school policy to:

introduce economics as a compulsory element in secondary school curriculum so that students can make an informed choice for their higher level studies, and be better prepared for professional life;

actively pursue possibilities of establishing educational networks in order to exchange experiences and information;

support pan-European teacher training in order to broaden the visions of

all actors in education;

consider working towards the introduction of a common curriculum in economics for European secondary schools;

create and further develop the use of IT tools in secondary education.

Signatures of the J.C, members

Notes

(1) Law 2226/23.9.98

(2) The Ministry of Education at present (summer 2000) is considering making Sociology and Economics general education courses, compulsory to all 3rd year upper high school students.

(3) the Ministry of Education reports 1619 Unified Lycea (UHS) (http://www.ypepth.gr/)

(4) "or" meaning that a two hour course is considered optional.

(5) 427 schools overall (http://www.ypepth.gr/)

(6) *see Appendix III*

(7) The Ministry of Education intends to gradually convert these three-year technical schools to four-year colleges.

(8) http://www.otenet.gr/olme/

(9) http://macedonia.uom.gr/~tsopstav/Econ&BusEd.gr/

(10) http://www.sch.gr/

Authors

Despina Makridou-Bousiou, University of Macedonia, PO Box 1591, Thessaloniki 540 06, Greece

Stavros Tsopoglou, Dr., Associate Professor, University of Macedonia, PO Box 1591, Thessaloniki 540 06, Greece, E-Mail: tsopstav@uom.gr

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