

Educational Policies that Address Social Inequality

Greece case study report 2 Flexible Zone Project: A curricular approach to social integration

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The EPASI project is a programme of analysis of educational programmes in fourteen European countries, designed to address various forms of social inequality. The project analysis was conducted in the period 2007 – 2009. This report is part of the overall project, details of which are at <http://www.epasi.eu>.

The analysis is intended to be used within the overall framework of the EPASI programme.

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The EPASI project was conducted by the following institutions:

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- Malmö högskola (Sweden)



Flexible Zone Project: A curricular approach to social integration

General Description

The Flexible Zone is a two hours curricular innovation introduced with the Cross-Curriculum approach where students and teachers can design, develop and implement projects using cooperative, problem-solving and synergistic methodologies with themes, issues and problems of everyday life that interest them. Flexible Zone project was introduced in a pilot phase during the years 2001-2002 in 11 kindergartens, 176 elementary schools and 52 secondary schools. It was experimentally applied for four years and generalised from 2006.

Flexible Zone's implementation is based in issues related to the educational process and the function of the school units such as: school's weakness to offer knowledge via experience, enhancing the sense of self-trust to students, providing professional skills, covering student's needs and interests and finally, harmonising itself with the current social reality. Flexible Zone adopts the approach that "when the school works as a whole (as a Learning Community), using holistic and participatory approaches, the disadvantaged groups are given more opportunities to learn and develop as individuals".

The implementation of the pilot phase of Flexible Zone consisted of five basic axes:

1. Production of educational material
2. Educational training courses of teachers and school units participating voluntarily in the project
3. Support of the educational staff during the implementation of the project.
4. Development of evaluation tools
5. The publication of the evaluation results

Evaluation

The pilot phase (2001-2002) of the project was evaluated from the Pedagogical Institute. Data included 1000 supplemented questionnaires (734 from Primary Schools/Kindergartens and 266 from High schools, 104 semi structured interviews (44 interviews of Directors of School Units and 60 School Advisers) as well as 26 reports contacted by evaluators of application of Flexible Zone in all High schools of the country.

The main results of the evaluation are:

- The general sample considers that the programme does influence the way of approaching individual's cognitive objects. However, it argues that more must be done in order to make these effects applicable to the general educational process.
- One third of the teachers characterized the changes as a simple enrichment of the already existing school curriculum.

The evaluation of the Pedagogic Institute appears to be rather positive. Specifically:

- a) The application of the programme appears to make the collaboration with various professionals and institutions necessary.
- b) The overwhelming majority of students of Primary schools and High schools appear to enjoy the application of the programme and show to have active attendance and harmonious collaboration. The programme encourages the expression of other aspects of students' personality, something that was not possible through the traditional way of teaching.
- c) The role of teachers appears to change and to become more instructive and coordinative.

- d) The orientation of educational approach in cross-curriculum programmes also appears to change in a way that helps students with low performance or special needs, as well as minority students.
- e) The programme enhances the collaboration between the members of an educational community.

However, the new programs seems to have more influence in Primary schools' instructive approach and to face main difficulties, such as lack of infrastructure, material and technical support, organisation and training.

The Flexible Zone – Examples

Below we provide you with some examples of the activities the pupils materialised during the FZ programme that relate to multicultural and social inclusion issues:

Web-pages:

This is a web-page, created by the 6th Intercultural All Day Primary School of Eleftheria- Kordelio. It is a project that both teachers and students materialised during Flexible Zone. The web-page provides information about the specific school unit but also about programmes implemented in Greece and related to Intercultural Education such as: 1. Educating Roma children, 2. Educating repatriates and foreign students, 3. Educating Muslim children and 4. Education (ομογενων-ομογενον). The web page is created in both Greek and English (<http://6dim-diap-elfth.thess.sch.gr>)

<p>6η ΔΙΑΠΟΛΙΤΙΣΜΙΚΗ & ΟΛΟΗΜΕΡΗ ΔΗΜΟΤΙΚΗ ΣΧΟΛΕΙΟ ΕΛΕΥΘΕΡΙΟΥ-ΚΟΡΔΕΛΙΟΥ 6th INTERCULTURAL ALL DAY SCHOOL OF ELEFTHERIO-KORDELIO</p>  <p>ΕΛΛΗΝΙΚΑ ENGLISH</p> <p>Αναζίτε το κέρσι του υπολογιστή σας / Turn on your PC speakers</p> <p>© copyright 2008-2007 Παιδαγωγικός Όμιλος Παράρτηρος Θηρας</p>	<p>6th Intercultural All Day School of Eleftheria-Kordelio Dorotei 18, 54334, Eleftheria-Kordelio, Thessaloniki Tel: 0030 210711430, 0030 21070843M Fax: 0030-</p> <p>CONTENTS</p> <p>Welcome to our webpages</p> <p>History Of The School Teachers Pupils</p> <p>History Programms Performances Events Rare Activities Innovations</p> <p>Environmental Education Olympic Education Health Education</p>  <p>A multicultural visit to our school</p> <p>E-mail: multidiap-diap-elfth.thess.sch.gr last updated: 03-04-2007</p>
<p>6η Διαπολιτισμική & Ολοήμερη Δημοτική Σχολείο Ελευθερίου-Κορδελιού</p> <p>ΠΕΡΙΕΧΟΜΕΝΑ</p> <p>Άλλες Εκδηλώσεις Κορδελιού</p> <p>Τα σπασίτα του κερσίτου απεξιδάσσεται Διδασκαλία Γραμμάτικη Μαθητικά Διαγωνίσματα Μαθητικά Εξομοιωτικά Εκπαιδευτικός Γενίσιος</p> <p>Παραστάσεις - Εμφανίσεις Καλλιτεχνικά - Μουσικά Άλλα Δραστηριότητες Κοινωνία</p> <p>Ολοήμερο σχολείο Εκπαίδευση Παλινομοστώντων & Αλλογενών Εκπαίδευση Τσιγγανοπαίδων Παράδοσιακά εκπαιδευτικά Ολοήμερο σχολείο Παιδαγωγική Κοινωνία Ευχαριστία Σάββατο Αναζίτε, Υγιεινή Παιδαγωγικά Τεχνικά Στοιχεία Δια Βίου Μάθησης Unicef - Action Aid</p> <p>Χρήσιμες Σελίδες</p> <p>Σας καλωσορίζουμε στις σελίδες του Σχολείου μας</p> <p>Η Σελίδα μας "Ο κόσμος στα χέρια των παιδιών"</p> <p>Τα κέρσι απόστολές στο Σχολείο μας σε 14 κέρσι</p> <p>Επισημότητα Παιδαγωγική Εκπαίδευση Δια Βίου Μάθησης</p>  <p>ΔΙΑΠΟΛΙΤΙΣΜΙΚΗ ΕΚΠΑΙΔΕΥΣΗ</p> <p>E-mail: multidiap-diap-elfth.thess.sch.gr Τελευταία ενημέρωση: 03/04/2007</p>	<p>6η Διαπολιτισμική & Ολοήμερη Δημοτική Σχολείο Ελευθερίου-Κορδελιού</p> <p>Εκπαίδευση Παλινομοστώντων και Αλλοδαπών</p> <p>Εκπαίδευση Τσιγγανοπαίδων</p> <p>Εκπαίδευση Μουσουλμανοπαίδων</p> <p>Παιδεία Ομογενών</p> <p>Εκπαιδευτικό & Διδακτικό Υλικό</p> <p>Προσπελάσιμη Διαστηρικτικότητα</p> <p>Θεσμική Αρωγή Ευκαιριότητες Εκπαίδευσης Αλληλεγγύη Μαθητών</p> <p>Άλλα (Άλλες Εκδηλώσεις Κορδελιού)</p> <p>Τα σπασίτα του κερσίτου απεξιδάσσεται Διδασκαλία Γραμμάτικη Μαθητικά Διαγωνίσματα Μαθητικά Εξομοιωτικά Εκπαιδευτικός Γενίσιος</p> <p>Παραστάσεις - Εμφανίσεις Καλλιτεχνικά Άλλα Δραστηριότητες Κοινωνία</p> <p>Ολοήμερο σχολείο Εκπαίδευση Παλινομοστώντων & Αλλογενών Εκπαίδευση Τσιγγανοπαίδων Παράδοσιακά εκπαιδευτικά Ολοήμερο σχολείο Παιδαγωγική Κοινωνία Ευχαριστία Σάββατο Αναζίτε, Υγιεινή Παιδαγωγικά Τεχνικά Στοιχεία Δια Βίου Μάθησης Unicef - Action Aid</p> <p>Χρήσιμες Σελίδες</p> <p>© Η ημερομηνία απεξιδάσσεται</p>



A number of articles have been published regarding the effectiveness of the programme of FZ

Alahiotis, S and Karatzia-Stavlioti, E (2006) Effective curriculum policy and cross- curriculariry: Analysis of the new curriculum design by the Hellenic Pedagogical Institute. *Pedagogy, Culture & Society*, 14(2), 119-148

Karatzia-Stavlioti, E and Alahiotis, S (2007) Evaluation of a Cross-Thematic Curricula Innovation: Teacher Attitudes and the Flexible Zone (FZ), *The International Journal for Learning*, 14 (3), 267-276

Spinthourakis, JA, Karatzia-Stavlioti, E and H. Lambropoulos, (2004) Teacher views and priorities towards curricular innovation as a venue for effective citizenship education. In A. Ross (ed), *The Experience of Citizenship*. London, UK: CICE, Institute for Policy Studies in Education (University of North London), 399-406