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The Entrance System to the Greek Tertiary Education: Critical Considerations and Conceptualizations

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Abstract

The entrance system to Tertiary Education has been and always is the peak of the Greek educational policy due to its connection with the increasing demand for University studies within the Greek society. University education is tied to the increased social status and access to the tertiary economic domain. Access to tertiary education is longitudinally an utmost administrative issue for every political authority. Therefore, entrance examinations to Tertiary Education are a central point both for the Greek educational system structure and the Greek citizen's educational and social course. It is regarded that up today this issue has been addressed seriously neither by the university community nor by the decision making political carriers.

Keywords: *Greek educational system, tertiary education, entrance system, educational policy.*

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Introduction

The entrance system to the Greek Tertiary Education¹ is condemned to retrogress among heterogeneous political choices which do not seem to ever have had a clear scientific and social base tied to the youngsters' social integration and economic development. (Sheffield & Pournelle, 1997; Wildavsky, Kelly, Carey, 2011; Willard Eugene Hotchkiss, 2012).

However, the entrance system to the Greek Tertiary Education has been and always is the peak of the Greek educational policy due to its connection with the increasing demand for University studies within the Greek society. University education is linked to the increased social status and access to the tertiary economic domain. (Garrison & Vaughan, 2007). According to the Greek professional culture, university education multiplies the probabilities of integrating into the tertiary domain which is the objective, while the disapproval or rejection of manual work and especially high risk jobs is concurrently expressed. (Jedding, 2010). Access to tertiary education is longitudinally an utmost administrative issue for every political authority.

Therefore, entering the Tertiary Education is considered so crucial that every political authority takes seriously into consideration the pressure by various social groups and acts correspondingly by undertaking the political costs and benefits. To be more explicit the political circumstances have determined and still determine to a large extent the strategic choices relevant to the examination system, since access to Tertiary Education is still a significant class filter within the frameworks of labor social allocation. This issue expresses the political fluidity, non formulation of a rational educational policy as well as the lack of a more general objective for tertiary education.

It is observed that the Greek citizens' professional choices to integrate themselves into public sector jobs are linked to the higher social status have reinforced the interest in University education and, concurrently, the entrance model to Tertiary Education functioned as a political controversy issue since requests are projected and a political and social dynamics is formulated by the middle and higher social strata.

The educational policy concerning the Tertiary Education has been strongly linked to social policy issues, mainly by the Greek socialist and communist parties' political programs, in the sense of creating opportunity structures for the lower strata. Besides, conservative governments followed a policy of increasing students' numbers in universities by concurrently reducing the demands on the candidates' cognitive base and educational capital.

Therefore, entrance examinations to Tertiary Education are a central point both for the Greek educational system structure and the Greek citizen's educational and social

¹ See a general consideration about the Greek educational system and especially the policy formulated in reference to Higher Education (Gravaris & Papadakis, 2005; Kintis, 1992; Polydoridi – Kontogiannopoulou, 1996).

course. It is regarded that up today this issue has been addressed seriously neither by the university community nor by the decision makers.

The challenges to be addressed by Tertiary Education are related to the European Community directives and decisions. Economic crisis in Greece formulates a different and unpredictable social scene where the issue of the entrance system to the Greek Tertiary Education seems to be more than ever apropos (Keller, 2008; Larse, Momii & Vincent-Lancrin, 2004).

Conceptual clarifications regarding entrance examination in Tertiary Education

The main issue of the Greek entrance system to Tertiary Education is the student's evaluation and assessment² which is aiming to find student's cognitive level. By the term "student's evaluation" we mean a dynamic process (Heywood, 2000), during which, following specific evaluation procedures are followed (Suskie & Banta, 2009).

The "General Examinations" for the entrance to University are a one-sided evaluation system of students' abilities (Middaugh, 2009) in order to decide which of them are able to continue their studies in a higher level. It is observed that students' cognitive level is not connected with the educational system assessment (European Association for Quality Assurance in Higher Education, 2005). The student seems to be a solitary subject contesting to specific other subjects while success or failure depends on him.

As it has already been underlined, the number of University students is gradually increasing in Greece with a 90% of the candidates succeeding in entering tertiary education. Therefore, the issue shifts to which faculties they succeed. Whether success is considered significant or not depends on whether the faculty is considered of increased prestige (i.e. Law School, Medicine School). Based on the present examination system for the entrance to University, the grades that a candidate gains during the examination procedure - in predetermined subjects from the last year of secondary education - held nationwide are taken under consideration.

Success is of special importance since only one and unique examination procedure delimited by the state stakeholders. Those exams are taking time once per year in a specific time and place and are not tied, to other previous school examinations. It is observed that such an assessment procedure, under cognitive terms, it does not depict the student's general level and under psychological terms it maximizes the candidates' guilt complexes in case of failure (Noizet & Caverni, 1977).

The social character of the entrance examinations for Tertiary Education

The educational policy lays within a field of interweaved socio-political, multi-dimensional interactions that predetermine the educational system's structural formulation, its functionality and objectives. In this sense and according to the Greek

² See about an extended study of the students' evaluation issue in the Greek educational system through an illustration of political viewpoints and institution historical evolutions (Dimitropoulos, 1989; Karafilis, 2002; Kassotakis, 1990; Mavrogiorgos, 1988).

education history, the educational system should be conceived as a field of political and social controversies and regulating abridgements dictated by the continuous and, many times, unjustifiably persistent regulating intervention of each political authority in the educational institutions (Polydoridou, 1978).

Even nowadays, the establishment of university faculties and Higher Vocational Technological Institutions in every Greek city is uncontrolled. This is a fact that explicitly indicates the political distortion in which the establishment of university faculties is linked to the broader economic development of every Greek region. Therefore, it is crucial that students' and educators' presence in every area is interpreted in relation to the increasing demand in products and services.

Thus, there is an attempt to locate the basic mechanisms which are called forth by the Greek entrance system to tertiary education so that the specific strategic socio-political and educational objectives are realized. The entrance examinations are the most important and perhaps the most crucial moment for the candidates' whole educational course as well as his social one. As a result, every implementation of political selection regarding the entrance system in tertiary education must be deemed as a critical and crucial strategic movement stemming from the prevailing socio-political and educational perceptions and disseminating throughout the social web and defining the entirety of social and political forms of action (Shavit & Blossfeld, 1993).

The fact that the Greek entrance system to Tertiary Education is characterized by a total of heterogeneously-defined, off educational practices and perceptions that must be unveiled, studied and- seen under the microscope of scientific study in the best possible way, therefore, a basic case of work.

The entrance examinations, as much as any other entrance system to Tertiary Education, are a selection mechanism which even if it does not formally present an intense schismatic dimension, it divides the participants in two social sub-totals characterized by a permanent or almost permanent, identical discrimination (Goldthorpe, 1996: 481-505). Thus, there are generated conditions of an intense competition for new citizens; for their integration into the social sub-total of the succeeded ones, that is those that are going to attend or have attended the elitist University Faculties and who, through the education certificates they will obtain, they will rise socially by acquiring prestige and economic comfort. It should be concurrently noted that the above competition is intensified and dramatized by the fact that the number of members belonging to the "favored" sub-total is limited (Huisman & Van der WERde, 2005) and is determined every time by the number of individuals entering each faculty (*numerous clausus*). Perhaps, the selection system for the Tertiary Education faculties functions as the first picture of a social discrimination for the Lyceum – University students which strictly prescribes the number of the favored ones, their percentage in relation to the total of the participants, the percentage of the unsuccessful ones as well as the probabilities of success according to the participants' social characteristics.

Thus, as the young's selection that will attend the universities is the most distinct procedure of social selection and discrimination tied to future discriminations on a social, political and economic level. All social, educational and state stakeholders as well as the press maximize the significance of the entrance examinations and focus

on the issue of “transparency” in all the examination procedures while the social inequality in terms of access to these examinations is consciously veiled.

The entrance system in Tertiary education is the most critical examination testing, given the grounds that other, at least formal, examination procedures regulating the student flow among educational levels (entrance examinations of junior high school and Lyceum) are absent. Within a typically unobstructed educational itinerary like the one provided by the Greek educational system, the General Examinations are of special priority in relation to the rest of the educational procedure with all the pedagogical and social consequences fostered by such a strategic choice. In this way, thousands of candidates are “pounded” at the gates of Tertiary Education institutions intensifying competition and “dramatizing” the selective procedure.

Thus, the General Examinations are the only and most important obstacle that the students should overcome if they wish to continue their educational route in the different Tertiary Education Faculties. In the absence of other examinations, all trainees and their parents’ hopes lay before the successful testing of the entrance examination. Even more, within a practically single-dimensional educational system, such as the Greek one, in which all routes lead to Tertiary Education every possible desire for an educational qualification leading to prestigious occupations within the frameworks of the state provided education (without fees) comes necessarily through the entrance examinations system. For these reasons, the selection system of those that will attend Tertiary Education has acquired higher interest than any other educational mechanism.

However, it is not only the educational significance of the entrance system to Tertiary Education responsible for its mythologizing. Some other reasons that explicitly lay in dialectical relationship and derive from the ones previously mentioned co-exist. The Greek educational fetishism, the mythologizing of the university degree as a social passport enabling a social rise and acknowledgment have transformed university studies to a factor determining the youngster’s social evolution.

Thus, it is not accidental that 42% of the employees in the public sector are degree holders whereas in England and France are 4% and 5% correspondingly (Tsoukalas, 1989). Another outcome of this phenomenon is the double university network: the state-orientated one conducive to the public and the broader public sector enhancing the counterproductive tendencies (Gregorio De, & Lee, 2002: 395-416) as well as the network conducive to freelancing. Thus, the security of the public sector increases the demand for such positions in an inverse proportion to their offer and enhances the competition level within the framework of the required educational qualifications and political patronage.

The hyper-concentration of university degree holders intensifies their competition in such a way that the tendency to hold a postgraduate or doctoral diploma is created. It is observed that the Greek family continues, even during the economic recession period, to invest in the acquisition of university degrees and select occupational domains related to the state.

The typical certificates seem to be the most major vaulting stands of professional and social rise, necessary qualification of every Greek citizen entering to the labor market full of hopes and dreams for social survival and, perhaps, acknowledgement. Thus, the university degree, according to the mainstream, is transformed to a fetish and focal point for the Greek individual and his family. In this manner, the entrance

examination to University studies is surrounded by anxiety, stress, legal protection and state care.

To sum up, entrance to some Tertiary Education institution and, especially, to some university institution is the favorable ending of a twelve-year educational route which, at all events, is inspired by the ‘wishful thinking’ of entering a university or a Technological Institution. It is also obvious that the individuals expressing the educational policy are the receivers of the social and political – party pressures to create and protect those conditions that will permit the development of the meritocratic competition among candidates. The educational authorities usually concentrate on the typical procedure that is the protection of the unimpeachable and prestigious examinations. As from 1974 until today the pressures exercised by every political opposition parties are increased in terms of increasing the *numerous clausus*, in the elitist faculties mainly, for simplifying the examination subjects and, in general, for the creation of those conditions that will render the university and Higher Technological Institution gates more accessible.

It is highlighted that the examinations are a typical procedure without emphasis on the volume of knowledge that the candidates should have in order to integrate into the corresponding university faculties while there is no connection between the function of faculties with the labor market (Birnbaum, 2000; Bock, 2004).

The student’s desires are not taken into consideration and knowledge is disengaged from the individual’s interests and vocations functioning as a tool to achieve the objectives defined by the broader social, political and economic coincidence. The issue of concentration on the typical procedure of the examinations conduction disorients and does not attribute the long lasting problems of the educational system, the insufficient knowledge provided in the other grades as well as the social inequality that generates inequality in terms of access to knowledge and inequality in terms of knowledge management.

Considerations and delimitations for the present and future of University Education

Based on the aforementioned observations, a crucial question arises: should the Greek higher education continue to be the prey of the specific political parties and social pursuits, prey of the Greek educational fetishism creating hard-to-solve educational and economic problems or should it redefine its objectives with a co-estimation of the huge problems of our national economy and the university departments malfunction?

On the one hand, education is a social achievement and is preordained for all citizens and the educational policy should move on this perspective axis, whereas, on the other hand, viewpoints referring to the limitation of university positions, increase of examinations and establishment of higher examination criteria so that the labor market is rationalized and universities function unobstructed are often under discussion (Barr & McClellan, 2011).

The dilemma posed above is sensitive, important and refers to a multitude of variables and delimitations. However, in any case, it is not the social reality formulated through a long living socio-political procedure which during pre-war and post-war periods formulated the educational mainstream by creating a ‘highly educated society’ - when in other, more socially, economically and politically

developed countries higher education is ordained for a few individuals, the “elite”. Nor is it the perspective of creating a more selective, stricter and functional higher education being a really productive source of educated human force, so that the investment on human capital becomes actually efficient should be missing. (Becker, Gary S. & Tomes, 1986; Schultz, 1961, 1963).

The realizations of the research conducted by the Greek Social Research Center (G.S.R.C.) (Kazamias & Psacharopoulos, 1985) that have indicated the high offer of Greek degree holders to the public sector positions are an explicit indication for the Greek higher education counter-productivity. The concern is intensified about what will happen to thousands of degree holders who, every year start their personal odyssey to reach their “Ithaca”: their professional settlement. Are they going to probably end knocking at the door of the “Big Employer”, namely the Greek public sector guided, in most cases, to positions in which their degree is merely an ornament? Only few will be the lucky ones to be absorbed professionally in positions that match their educational qualifications or will continue the family investment in postgraduate degrees. It is noteworthy, at this point, that postgraduate degrees, currently have acquired the functional and investing value that university degrees held two-three decades ago and are conducive to high salaried positions and are deemed an educational standard for a great number of such positions.

The fact of investing in education is one of the most significant elements of the educational progress as well as an indicative element of a continuous evolving productive procedure. On the other hand, however, it is one of the most important samples of intense Greek degree worshiping as well as of over-reproduction of degree holders coming from both Greek and abroad Higher Educational Institutions conducive, finally, to the rottenness of the university degree. Moreover, Many university professors protest against the consumption of their instructive time in the delivery of Lyceum level subjects since students are not able to attend the pure university subjects while others ask themselves about the reasons of students’ slowness to complete their studies.

Among other matters, the choice that students are called to make regarding faculties and departments to which they wish to enter are in advance determined and delimited in relation to the cognitive objects which candidates were taught during the last grade of the Lyceum and, moreover, their possible choices are grouped in relation to the scientific affinity of the above departments.

The central problems of the “General Examinations” have already been put in the political arena because, since entering a university is, most of the times, the biggest dream for students and their parents. (Harper & Quaye, 2012; Parker, Palmer, Zajonc, Schribner & Nepo, 2010) Political interventions are orientated mainly towards this direction: a) by creating as many as possible university positions to in order to please voters through an attempt to blunt the distance between offer and request, being simultaneously indifferent to the disproportion between university degrees and the labor positions offered, b) by securing the legal framework and the formal prerequisites for fair and unhindered conduction of the Examinations, c) by intervening in the secondary educational procedure in order to adjust it to the General Examinations’ spirit. On the contrary, as it has already been mentioned, no action towards the creation of an evaluation framework that will offer a valid evaluation of the candidates’ real possibilities in order to attain university scientific knowledge is realized. (Gibbons, 2006).

But why is concentration exclusively on examinations and less on the actual knowledge? What are the consequences in the educational procedure? What are the objectives served? Are there any alternative solutions? These are some of the questions and considerations that are going to be dealt with and answered by the present study.

It is observed that the General Examinations system appears as a granted, typical and the only suitable and, above all, non negotiable procedure. For many years, even from the beginning of the institution, the particular method has been adopted, has become axiomatic through the years and has been rarely put under question. But should a rational-functional evaluation procedure that will re-delimit the goods and wrongs of the “General Examinations” system be set at the center of scientific consideration? In scientific terms, it is taken for granted that entrance to the highest educational grade is, for the majority of the selected ones, the vaulting stand of social rise (Gregg, & Machin, 1999). Even more, regarding the Greek reality in which “education-worshipping” has become a common feature of the Greek citizens and is interpreted into an expected social acknowledgment and hope for a better future, entrance to the H.E.I.s has become a life objective for the young and their families. It derives from our everyday experience that the students’ families use all possible methods, primarily based on the household economic planning, in order to secure the supporting “privileges” for their offspring regarding the acquisition of the essential and supplementary qualifications required to increase the possibilities of their entrance to tertiary education.

It is plausible that children’s education either on the level of institutionalized state education or on the level of a supplementary, informal but legalized education requires certain expenses connected with the realization of specific educational objectives. Along with the family expenses for education they undoubtedly pursue the acquisition of cognitive qualifications permitting them to: a) enter to tertiary education and, consequently, according to the general conviction, the increase of their possibilities for social rise, b) acquire supplementary qualifications (e.g. foreign languages) helping young people even more to pursue a better professional future (Acemoglu, & Pischke, 2001: 890-904).

The role of the European Union on the planning of our educational policy

Greece, before its integration into the European Union, could improvise and decide about every issue relevant to the social and political structures of the country. Nowadays, that our country belongs in a super-national – super-state political, economic and, perhaps, social system the possibilities of the citizens’ self-defined choices are rather confined. The European Union as a super-national carrier exercises a determinative authority for a wide range of policies implemented or potentially implemented in its member states. Under this perspective, E.U. can define the frameworks within which member states can exercise their national policy about a multitude of issues (Bologna Process, 2005).

The issue of the E.U. authorities and whether this is good or bad for us is not going to be dealt with – or even discussed about – at the present moment. Besides, it should be taken for granted and indisputable since Greece receives community resources regarding the policy alignment of the member states in relation to some common community frameworks. Therefore, any discussion related to a national educational

policy not taking into consideration the community regulatory framework is rather off time and utopian.

Based on the aforementioned, the following parameters that seem to determine the educational policy planning should be taken into consideration. In particular, every educational policy planning should take into consideration the central institutional E.U. prerequisite which is no other than its citizens' unhindered mobility. Thus, there should be created such an entrance system to tertiary education permitting every candidate – E.U. citizen, since this is one's own desire, to be able to enter the Greek Higher Educational Institutions (H.E.I.) and Higher Technological Educational Institutions (H.T.E.I.). Based on this framework, the educational system should correspond to the systems “mean” being in force in the E.U. member states today.

The necessity to align with the European Educational policy may create new prerequisites of candidates' selection for tertiary education attributing issues relevant to substantial knowledge, related to the individual – candidate interests and the connection with the labor market servicing even the broader national objectives for life-long learning, development and innovation. The connection, perhaps, with the broader objectives set by the European Union rationalizes the function of education (European Commission, 2006) by formulating a different standard for personal success and professional evolution disengaging education from the public sector.

Requirements and prerequisites of an eventual transformational attempt

The basic problem to be addressed today on a macro-level is to find an entrance system to Tertiary Education which: a) is consistent with the community regulatory framework, b) treat the today's wrongs and c) maintain the positive characteristics of the Greek educational system.

At the same time, some parameters which define functional data both in Tertiary Education and in the entirety of the educational system should be taken into consideration in general: a) the lack of correspondence of the Secondary Education graduates' cognitive field in relation to the required Tertiary Education institutions cognitive field (in other words H.E.I.s and H.T.E.I.s), b) the accidental entrance to some institutions and – most times - the candidates' lack of corresponding desires and faculties in which they eventually succeed, c) the need for institutional and functional changes in the whole Greek educational system – these changes should be implemented primarily from the first grades of education and changes in the entrance system to tertiary education³ should be defined at the end - , d) the necessity of word acquisition by the tertiary education institutions regarding the students' quality and cognitive level – it should be noted that up today the fact of who are the ones to enter, how they are selected and which is their cognitive level is in the authority of Secondary Education or, in any case, of those ones non relevant to tertiary education.

If the fact that Tertiary Education must eventually have an authority over the selection system of those ones to attend its institutions is accepted, it will also be accepted that H.E.I.s. and H.T.E.I.s should express their viewpoint on “the kind of students that should enter”. The “kind of students” is obviously related to their selection procedure both from the aspect of their cognitive level definition and the

³ See (indicatively) about the issue of social inequalities reproduction in Greece the role of education (Kyridis, 1997; Mylonas, 2004 Kyridis, Mavrikaki & Neroutsos, 1995).

aspect of their selection manner (Kyridis & Drosos, 2001) Under this perspective, we find ourselves before a crucial dilemma about our educational policy whether the candidate students' selection procedure should be disengaged from Secondary Education and an entrance model to university institutions defined by the university faculties should be institutionalized.

A second issue that needs correcting intervention is the one already pin-pointed of the accidental, in all, students' entrance to institutions which, many times, correspond neither with the basic candidates' choices nor their cognitive qualifications (e.g. the subjects examined – Kyridis, 1995).

A third issue regarding the treatment of the commonly accepted problem of the Greek educational system which is no other than the oversized tutorial activity which, perceived from the economic aspect, tends to transform public education into private (Papageorgiou, 1979; Kyridis, 1997) and which actually cancels the democratic principle to provide free education.

A fourth issue concerns the great advantage of the Greek educational system that is its democratic character. By the term democratic, it is meant that Greece presents a very low percentage of social reproduction through education, the lowest percentage of social reproduction through education among the E.U. countries and one of the lowest ones in the world. On the basis of this consideration, it is obvious that there is a possibility of social mobility through the educational system, (Erikson, 1990: 247-265) with flexible educational structures and a loose educational system carried out after the completion of the twelve-year attendance in the Elementary and Junior High School.

The selection, therefore, of the examination system for the tertiary education brings back the discussion over which structures are ready to be rejected. (Christensen & Eyring, 2011). Finally, should the one-way constructive path of the Greek educational system be maintained under the sense that all paths are conducive to the tertiary education gates without any kind of pre-selective procedures in the former grades? (Fragoudaki, 1985; Tsoukalas, 1985; Tsoukalas, 1987).

The viewpoints of the most major educational community stakeholders over the access to Tertiary Education

Secondary Education Officials' Federation (OLME)

Taking under consideration the relatively recent data of the last OLME⁴ conferences, the teachers' syndicalist carrier, as well as the official information in the internet sites in relation to the Federation standpoints, the conclusion that OLME has longitudinally been projecting and continues to project the demand to expand access to Tertiary Education could be drawn. Theoretically, this means that it has been moving, for many years, around the general demand for "free access" to tertiary education. The projection of this demand is tied to the longitudinal demand for opportunities reinforcement over access to Tertiary education, a demand stemming from the Federation statutory objectives as well as from the teachers' struggles over the decades. It is essentially about demands which are fundamental on the philosophical and political base of the educational movement struggles in which the educational policy is interweaved with broader demands of social policy, demands for social justice, education democratization, equality and meritocracy.

In particular, during the present coincidence, OLME founds its educational policy on the following demands:

- ✓ Panhellenic Examinations abolishment in the 3rd grade of Lyceum.
- ✓ Graduation certificate granting through in-school examinations.
- ✓ Lyceum disengagement from the access system to H.E.I.s – H.T.E.I.s
- ✓ Access to tertiary education after graduation from the Lyceum through panhellenic examinations in a limited number of subjects and with a different significance factor.
- ✓ Relevant examination system for all types of Lyceum.
- ✓ Limitless opportunities to candidates for access.
- ✓ Examinations organization under the responsibility of secondary education and syllabus definition by the MNER⁵

The OLME Conference decisions moved towards the same direction in which, relevant to the access system to tertiary education, the expansion of access to tertiary

⁴ The Secondary Education Officials Federation has a website and offers its members printed information through leaflets and journals to cite OLME viewpoints published texts of the period (2005-2012) were utilized.

⁵ See (comparatively) and official OLME texts, 12th and 13th Conference: OLME archives & <http://olme-attik.att.sch.gr/files/synchonfolme/apof13outeliko.pdf>

education with a corresponding, of course, generous substructures and institutions financing and educational personnel reinforcement is pin-pointed so that studies are not continuously downgraded in them when more and more students enter to them with the same financing and vacancies in teachers.

Free access to tertiary education based on the graduation certificate which will be acquired through in-school examinations is especially projected. During the transitional time span access to tertiary education will be done after graduation from the Lyceum, through a panhellenic examination in a limited number of subjects under the responsibility of secondary education. The objective is to continuously expand access to tertiary education through the abolishment of the close number and with the corresponding generous financing of the University Institutions substructures.

With an attempt to sum up the OLME reasoning, its viewpoint is integrated in a broader policy of confronting social inequality within school, since it regards, through the examination system, the social reproduction and selection implemented by the social system. Its strategic objective is to disengage Lyceum from examinations and the substantial educational self-sufficiency of the Lyceum grade so that it provides a powerful general education.

This suggestion is tied to the request of a 12-year compulsory education as well as to the unification of school selections (general and vocational education) in order to extend the duration of school attendance and, furthermore, to avoid a primary students' allocation in different types of Lyceums. In this manner, OLME advocates that the early school dropping out will be confronted and the academic and educational character of the Lyceum will be reinforced.

Pedagogical Institute

The Pedagogical Institute⁶, being a carrier supervised by the Ministry of Education, - underlines that the existing entrance system to Tertiary Education has functioned and is continuously functioning under restraining terms regarding the issue of the Lyceum educational mission resulting to the downgrading of the educational role of the educational mission held by the Lyceum grade.

In particular, the P.I. standpoints move around the axis of the non disengagement and non disconnection of the Lyceum from the entrance system to tertiary education because, according to the Pedagogical Institute, it is not possible and should not happen since Secondary Education is the educational unit that "is adjacent to" tertiary education and ought, among others, to offer students the "knowledge and qualifications necessary to continue their studies in the following educational grade". It concurrently underlines that "a probable disengagement of Lyceum from the obligation to provide to students the knowledge and qualifications necessary to continue their studies in the following educational grade and the acquisition of

⁶ The Pedagogical Institute within the Greek Educational System functions as a stakeholder that formulates the educational policy. It co-ordinates researches in educational issues, formulates the curricula for primary and secondary education and is responsible for the invitation to tender projects related to books writing and their assessment for primary and secondary education.

knowledge in a post-lyceum or a preparatory year is likely to sharpen the problem of the Lyceum disdain instead of blunting it”⁷.

The issue, therefore, of “reinforcing the Lyceum qualitative characteristics, so that it provides a complete education and training” is put forth by the Pedagogical Institute.

Based on the above consideration, the Pedagogical Institute suggests the creation of two types of Lyceums (the General and the Vocational one) in order to remove the causes of the problems both of the educational character downgrading of the Lyceum and the professional educational disdain.

In particular, the P.I., regarding the issue of access to tertiary education, suggests the creation of two major types of Lyceums aiming at the reinforcement of the Lyceum educational self-sufficiency character.

Towards this direction, in particular, the P.I. regards some changes in the broader Lyceum as specifically significant which will be conducive to the solid construction of another type of examinations system.

The following should, therefore, be condensed:

- ✓ Redefinition of the subjects’ content.
- ✓ No distinction between major and secondary subjects.
- ✓ Abolishment of the studies directions in the 2nd and 3rd grade of the Lyceum.
- ✓ Reinforcement of the general Education and minimization of the connection – dependence degree in the subjects of the 1st and 2nd grade with those ones of the 3rd grade of the Lyceum.
- ✓ Increasing number of instruction hours with a concurrent reduction of the syllabus.
- ✓ Improvement of the teaching methods.
- ✓ Utilization of school libraries.
- ✓ Reduction of student number per classroom.
- ✓ Supplementary support and special care for the students with low school performance.
- ✓ Passing 1st, 2nd and 3rd grade should be done with objective criteria and objective assessment procedures (papers bank and redefinition of the passing criteria).

Regarding the issue of access and to the 3rd grade of the Lyceum, the P.I. specifically suggests: a) the creation of three directions (Technological and Exact (unified), Economic and Social studies (unified) and Theoretical, b) six subjects to be

⁷ See (indicatively) P.I. suggestion for the two types of the Lyceum, www.pi-schools.gr/download/press/dt26_4_05.doc. This suggestion was deemed detailed projecting the pedagogical, economic and social principles and was assessed by the group as the most complete suggestion about the relationship of educational grades and the secondary education role in the entrance examination for the University.

examined on a panhellenic level (four direction subjects and two general education subjects), c) the 80% of the instruction hours in the 3rd grade of the Lyceum subjects should correspond to the six subjects to be examined on a panhellenic level, d) co-estimation, in a small percentage, of the performance in all three Lyceum grades to enter to tertiary education and e) more extended involvement of the Pedagogical Institute in the general examinations central committee.

It should be concurrently noted that the Pedagogical Institute suggestion aims at the upgrading of professional education and “the elevation of the school of higher Secondary vocational education into a Lyceum equivalent in all with the General Vocational Education Lyceum”. Specifically, regarding the issue of accessing to tertiary education, it is foreseen that in the 3rd grade students either choose to acquire a qualification certificate permitting them to participate in special examination to enter to H.T.E.I.s or choose to acquire a graduation certificate permitting them to participate along with the General Lyceum graduates in common examinations to enter to H.E.I.s or H.T.E.I.s (without special examinations and qualifications)⁸.

Rectors’ Conference

The Rectors’ and Presidents’ of the Greek Universities Administrative Committees Conference is a legally non institutionalized carrier, established in 1986 under the Universities’ initiative in order to function as an ideas and viewpoints forum aiming at the institutions’ united representation and expression.

The elected Rectors, Deputy Rectors as well as the elected Administrative Committee presidents having as major responsibility to find and project common standpoints on issues of academic planning and policy participate in the conference. The Conference has regular meetings (mainly in regional Universities 3 times a year) as well as extra ones depending on the issues seasonality and significance.

The basic points suggested by the Universities are:⁹

- ✓ Abolishment of the existing entrance examinations to enter H.E.I.s in the Lyceum.
- ✓ The recovery of the educational and training Lyceum self-sufficiency.
- ✓ The performance co-assessment in all three Lyceum grades.
- ✓ Examinations conduction by the MNER with the active participation of the university faculties and departments that will define the subjects to be examined, the expansion of the syllabus, the papers and the factor significance regarding selection.
- ✓ Candidates’ examination for similar or relevant faculties based on their choices.

⁸ Publications in the daily press and archives material of the period from the archive – Library of the Pedagogical Institute were utilized for the study of the P.I. standpoints (2005-2011).

⁹ Cite (indicatively) the suggestion text estimated by the work group that it is a complete suggestion since the educational standpoints and economic system possibilities are taken into consideration. [Http://www.auth.gr/admin/rectorConferences/contents/47th_el.html](http://www.auth.gr/admin/rectorConferences/contents/47th_el.html)

- ✓ The technical details process to enter to H.E.I.s should be done by the MNER supervised carriers, such as the Pedagogical Institute and the H.E.I.s themselves.

The rectors' suggestion primarily aims at the active involvement of the university departments in the students' entrance procedure. In this manner, although the Ministry of Education primacy is not under question in the examinations organization (impeachable factor, reliability, etc) the universities claim participation in the way of organizing the examination and entrance procedure along with its control.

The Greek Parliament political parties' standpoints

New Democracy

New Democracy, as a party of the liberal political side and tied to the conservative side, perceives education as an investment on the human being, as a pivot of social, economic and cultural development. At the same time, they accept social inequality and suggest correcting interventions through education.

In the most recent and official party standpoints they underline issues, mainly, of rational management in secondary and tertiary education emphasizing on the teachers' assessment so that according to New Democracy education could function more efficiently and economic development could be reinforced.

When New Democracy undertook governing in 2004, they carried out their educational suggestions as they were formulated in their outline of government policy. About the issue of accessing to Tertiary Education, especially, N.D. supported and carried out the following¹⁰: a) Abolishment of the panhellenic examination in 2nd grade of the Lyceum and entrance examinations only in the last grade, b) panhellenic examinations in 6 subjects, c) MENR should continue to organize the panhellenic examinations, d) Maintenance of the existing grading system and definition of the entrance credits and e) reformation of the Lyceum curriculum and syllabus.

Through these general suggestions ND advocated that both students and parents were released from the suffocating ring of the panhellenic examination since examinations in the 2nd grade of the Lyceum are abolished and subjects are reduced from 9 to 6 for the entrance examinations to the University. It was assessed that by this measure "education provided by irrelevant carriers is combated and confined to the best possible degree" that is off school tutorial preparation is limited.

The ND educational program focused on a self-sufficient Lyceum and its function as an educational center. In particular, it was deemed that the Lyceum becomes, in this manner, more accessible therefore "compulsory" for all students (limiting this way the dangers generated for children that drop out school early) and that secondary and tertiary education are better connected with each other. It was underlined that by reducing the subjects and abolishing examinations in the 2nd grade of the Lyceum, the

¹⁰ See the party website for general educational standpoints and comments. There is indicative citation to the website: <http://www.nd.gr/programma/index2.html> in order to attribute the ND standpoints publications of ND were studied such as the newspapers: "Kathimerini" and "Eleftheros Tipos".

student's free time increases emphasizing on the teenager needs and one's own interests tied not only to studies but with special characteristics of this age category, the young.

Panhellenic Socialist Movement (PASOK)

Even from the period when G. Panandreu (1994-1996) was a Minister, PASOK emphasized the Academic Certificate Institution meaning the reinforcement of the Lyceum self-sufficiency as an educational grade and the disengagement of the Higher Secondary Education from the entrance examinations. The PASOK outline of policy which was later published in May 2007 the suggestion to create two types of Lyceum, the Self-efficient Lyceum to provide a National Certificate and the Self-efficient Technological and Vocational Lyceum was promoted.

In particular, this suggestion projects the elevation of the Lyceum as a grade with educational and professional value which is certified with the granting of the National Certificate given to students after general and objective examinations.

Besides, it includes the creation of a Self-sufficient Technological and Vocational Lyceum which will grant a certificate equivalent to the Self-sufficient Lyceum in order to reinforce professional training and provide its graduates with alternative and reliable solution for a professional career.

It is also noteworthy that, regarding the access system to tertiary education, the suggestion of PASOK promotes the change of the examination system "aiming at the elimination of the tutorial preparation necessity and the dull memorization". The pursuit is: "to develop the student's personality with respect, the young should obtain the National Certificate in order to have a state guaranteed amount on their name as high as the cost of studies. This amount will be directed to the Institution that will accept them".

The suggestion that H.E.I.s and H.T.E.I.s set the entrance terms, based on the National Certificate, which may be different from one Institution to the other is of special interest. Therefore, the candidate will enter the Faculty or University, not the Department having, this way, a broader range of choices¹¹.

It is noteworthy that regarding the National Certificate, in general, a particular way to obtain it according to which there would be passing examinations in every grade was foreseen by the draft of law by the Minister G. Papandreu. A united volume of subjects for all grades (Language and Literature, Mathematics, Physics – Chemistry, History and Foreign Language) and a group of predefined subjects chosen by the student according to his orientation and interests were also foreseen. The 1st grade of the Lyceum grading would be estimated to obtain the National Certificate. On the contrary, the 2nd grade grading would be estimated in 25% from the examinations on national level for the basic subjects and 25% from the trimester grading with the possibility for the referred ones to be re-examined in September. It was also foreseen that in the 3rd grade of the Lyceum examinations would be held only on a national level in the defined basic and selected subjects. The National Certificate would be

¹¹ See the PASOK analytical standpoints on education as they have been formulated mainly in 2007. [Http://tm.pasok.gr/tomeas_paideias](http://tm.pasok.gr/tomeas_paideias). It is perhaps the first time that the term "dialogue" is included in the outline of policy. A communicative procedure of viewpoints exchange seems to open wide.

granted to those having a grading over 50% in the national examinations in the 2nd and 3rd grade of the Lyceum and would provide access to tertiary education, public sector, Vocational Training Institutes (IEK) etc.

The draft of law about the National Certificate was never realized and even in 2012 it is documented in the demands. Although PASOK undertook governing from 2009 until 2012, the outlines of policy were never realized and concentrated on educational issues management. It especially managed the commencement of the economic recession with the merging of schools and the reduction of all grades functional costs.

Radical Left and Ecology Bloc (SYN)

On 26/2/2007 an analytical press conference was given by the Bloc of the Left in which their standpoints on education were carefully presented with special reference to the access system to tertiary education. From 2007 until 2012 the same demands are reiterated enriched and scaled according to the educational condition and economic coincidence.

Under the attempt to focus on the examination issue, SYN regards that the existing entrance system in Universities is “exhausted, negative and dangerous”¹² from many aspects.

They also admit that, nevertheless the examination system is impeachable, at present, class and broader social discriminations at the expense of those in an inferior, economic, social, professional and even geographical position continue to exist.

According to SYN, the outcome is that panhellenic examinations become the expression of a reproachable system governed by very hard class and other discriminations.

They especially suggest: a) abolishment of the numerous clausus regarding the candidates' entrance, b) abolishment of the examinations double nature (passing ones for the Lyceum – entrance to university) and c) establishment of free access to University where all Greek Lyceum graduates, without exclusions, will have the right to freely attend a Greek public University¹³.

To fully understand the substance and content of the SYN standpoints it is worthy to mention some points which regard the broader structure and function of the Lyceum.

Especially, always in combination with the examinations issue, discussion is made about a radical reorganization of the way the educational model functions since the present examinations system is conducive to: “the three Is, an E and an F: individualism, insufficiency, isolation, exclusion, failure”. Besides, it suggests a completely different structure pattern for the Lyceum according to which teaching

¹² See (indicatively) education issues with emphasis on educational principles and political standpoints

<http://www.syn.gr/gr/keimeno.php?id=5028&PHPSESSID=61cd3e6c6810d4170d5ba421cd7bb987>

¹³ The researchers' group studied mainly political texts of the period (2007-2012) by utilizing the column on educational issues of the newspaper “Avgi” as well as educational material from the party archives.

will be liberated and “examinations will be replaced by the co-assessment of the whole student course and creative activity”.

The abolishment of the grading in the Lyceum in its existing form is also suggested that is the abolishment of the 20-grade scale by introducing a new, shorter scale such as E: fail, D pass, C good, B very good, A Excellent, according to which student performance will be assessed both for the Lyceum certificate and the other years of secondary education.

In particular, the granting of the “*New Certificate of the New Lyceum of Theory and Practice*” will include:

- ✓ Subjects based on the syllabus.
- ✓ Papers for written examinations defined by each school.
- ✓ Examinations on computer software based on the bibliography use in the examination classroom.
- ✓ Language learning.
- ✓ Project by the use of bibliography within the examination classroom.
- ✓ Participation of each student in the result of the group project in which one participates.

Regarding the New Certificate, it is suggested by SYN that “the only prerequisite to enroll in the University will be the holding of the Lyceum Certificate”. It is important that emphasis is placed on a transitional period until the confidence of society is secured which is the primary factor for the success of every transformation.

The suggestion for a free access system to tertiary education places emphasis on the first university year. It is especially foreseen that the first University Year is not delimited in H.T.E.I.s or Universities, in a faculty or a Department. It is distinct for its wide cognitive content. It is formulated on the basis of specific directions covering basic learning courses that support the partial sciences and includes a wider entirety of Faculties or departments of an Institution or the whole institution and permit the student, having acquired experience, to select in the second year the Faculty or Department.

Therefore, according to the suggestion made by SYN, all Lyceum graduates, without exclusion, wishing to study will be able to enroll in the University based on their graduation certificate and their preferences statement. Thus, based on the existing substructures of the H.E.I.s and T.E.I.s courses of First Year of Studies in tertiary education will be created on a national scale, which will compose a unified and networked, on a panhellenic level, as per cognitive domain, first university year which will correspond to broader cognitive domains conducive to syllabuses of all the public higher institutions of university and technological education.

It is clear that, according to the suggestion, the syllabuses should be reorganized by the departments so that they include the first year subjects which will cover two semesters. A transitional implementation period when the cognitive objects defining the content and certificates of studies of the present T.E.I.s and H.E.I.s should be redefined and the substructures for the reorganized Universities should be secured through national (5%) and European resources (4th CSF) which will be integrated in

the state budget without terms is also, practically, foreseen by the suggestion. At the same time, the necessary personnel should be secured and trained and the necessary administrative mechanism should also be secured. It is important that the necessary reorganizations in the Lyceum advance being a strategic pursuit and necessary prerequisite of every change in the way of entering to tertiary education.

To conclude, the standpoints of SYN about the examination issue and the implementation of free access to tertiary education expect that:

- ✓ The Lyceum will be reborn through the autonomy and the examination disclosure.
- ✓ The university will be demythologized in a positive way and will be accessible to everyone.
- ✓ There will be a harmonious connection between the Lyceum and the University.
- ✓ The off school tutorial preparation will loose its role as *“the main tool to quantify the knowledge provided and the standardized and distorted procedure”*.
- ✓ The family will be released from spending a large amount of the family budget for educational services costs in the market.
- ✓ The students’ anxiety for access as well as a series of other pathogenic phenomena (depression, school negation, etc) will be minimized.

Communist Party of Greece (KKE)

The standpoints of the Communist Party, as they are illustrated in the official website of the party as well as in the official texts, move around the demand for the Lyceum educational self-sufficiency by projecting the establishment of the Unified Twelve-Year Basic School¹⁴.

It is especially advocated by the KKE that the school self-sufficiency is a void letter since the unified school is split apart between the basic education and the preparation for the H.E.I.s. In general, the anxiety to complete the syllabus to be examined without any possibility over its choice and hierarchy ends up to a hastily reading meaning that the school is not tied to knowledge and the substantial content of life remains outside it.

Regarding the Unified Twelve-year Basic School, they advocate that it is the least socially necessary boundary for the individual creative integration, the productive procedure. The school is the one that will implant in the young the values and

¹⁴ About the study of the Communist party standpoints publications such as Rizospastis and the Communist review as well as special issues from the Education Committees were used. The archives of KKE were also utilized. See (indicatively) www.kke.gr/koinvnia/paideia/protash/protash_11.html

aspirations of life. The basic school does not provide special knowledge to exercise a specific profession (e.g. auto mechanic or farmer) nor is knowledge necessary to formulate a creative personality, able to perform in any field of the productive procedure.

For KKE, the training of skills and knowledge helping to globally organize the personality is right, such as in the Unified Twelve-year Basic School of Polytechnic Education that attributes those factors directing the children towards the productive procedure.

The Unified Twelve-year Basic School can create human beings with independent personality, self-confidence and possibility to offer their services in the specialized scientific fields which require special training and education. This is, of course, the work of a Unified Higher Education.

In more analytical terms, through the graduates' access system to the grade after the Lyceum it is mentioned that the spreading of scientific knowledge to the future scientists and the production of new knowledge should be secured by the Higher education. The expansion of Higher Education is also deemed necessary in the sense that the social role of science, the spreading of scientific knowledge to individuals and its utilization in everyday life will be unhindered and expanded. Thus, the expansion of Higher Education is regarded by the KKE not through "spurious studies" (see selection syllabuses and "open University") and courses – "barriers to the course of conventional studies" but "outlined in the domains in which they are dictated by the people's modern social needs and demands. the issue of class choice in the access issue to tertiary education is elevated by KKE since it is pin-pointed that access in Higher Education is obstructed by the social inequalities and the fact that the selection is imposed by coercions relevant to the level of productive forces development. Therefore, access to Higher education should be done on the basis of a social planning without overlooking the personal factor.

Regarding the issue of selection and criteria that should be set to access from one grade to the other, it is mentioned that the selection criteria should be primarily the social needs, taking into consideration the planned economy development for the workers' benefit. Furthermore, special reference should be made to the confrontation of class inequalities so that the labor class and poor popular strata children towards Higher Education could grow, through measures that secure equal possibilities and opportunities to access.

Focusing on the examination issue, special emphasis is placed on the fact that the special issue cannot function outside the broader educational and social framework. Thus, it is regarded by KKE that the selection system – irrelevant from school, since it does not certify the quantity and quality of general education- can become the object of special process under the specialists' contribution.

For KKE, it is clear that not any of the reformations in the examination issue and specifically in the connection between secondary and tertiary education can be efficient because they are not accompanied by more general sections and changes in the overall educational policy. The necessity of *change of the more general policy as well as "any improvement measures" not subverting the class character* of education and especially the postgraduate education is underlined.

Within the more general measures, the necessity to disengage the Lyceum from the entrance system, the reorientation of the school aiming at the complete provision of basic General Education is also underlined.

An attempt to interpret the stakeholders' and parties' standpoints over the access issue

By attempting an interpreting critical consideration of the viewpoints of the educational community and the parliamentary parties most major carriers in relation to the specialized issue of access to tertiary education, some realizations which open the path to further consideration and the expansion of alternative approach methods of older issues could be underlined.

In the Left parties' suggestions, the ideological and political element intensely appears since the examinations are tied to the issue of social and class inequalities. In other words, it is about an approach of structural character in which the educational policy can not be regarded separately from the broader economic and social structure, the production relationships, the authority relationships and the work allocation. The Left parties are not authoritative parties in the Greek political domain and, therefore, they are able to process suggestions having not only an ideological base but can also move off the functional beaten track of the two authoritative parties. The fact of not administering the entrance system to tertiary education by the two left parties allows them to have politically clear viewpoints both for the educational system in total and for the specific domain in particular. Apart from that, the different overall ideological entrenchment of the considerations and suggestions formulated is obvious. Besides, being left parties they formulate demands for a different functional philosophy of the Greek educational system refusing in total every responsibility, as it is natural, for the up today political choices.

It seems that the two big parties, ND and PASOK refer through generalizations to a particular entrance system to tertiary education. The generalization is interpreted up to a point by the seriousness of the issue regarding the pressure groups that function in the specific domain. For example, no big party of authority bound themselves before the elections to combat education provided by irresponsible carriers and the closing down of tutorial institutions during the moment when thousands of teachers inside and outside school occupy themselves in delivering preparatory courses for the University. In other words, the non projection of a clear access plan is a political choice at the moment when the choice of the one or the other policy could be at the one or the other party's huge political expense. The two big parties have administrated the educational system for 34 whole years from the political changeover and afterwards. They have proved the samples of their intentions through successive transformations and counter-transformations in the form of microsurgery interventions on various issues which, in any case, did not derive from organized educational policies of a clear ideological base. For this reason, these parties continue to suggest colorless micro-interventions moving within the functional philosophy of their already expressed choices. It is obvious that the absence of a more general change plan which should belong to a more general ideological platform is not convenient, from any respect, since the succession of government authority is given and there lays the danger of "non succession of the policy outline and government practice". Finally, the multi-selectivity of the two authority parties does not allow

them – according to their internal reasoning - ideological announcements that will “bother” some potential voters. Therefore, the two “big parties” continue to refer to microsurgery interventions without a clear ideological base.

It is observed that the Pedagogical Institute, as a governmental, basically, organization follows the reasoning of their assignees that is the reasoning of the two parties of authority that staff it with their executives each time. The P.I. shows that it is not able to process a full entrance system to tertiary education which could step on a clear reasoning to serve a full educational plan. Their suggestions are characterized by a bureaucratic – administrative reasoning as well as shallow and lacking bold. At this point, it could be claimed that such suggestions disrupt the counseling possibility which is provided to them by the establishing law, since it insists on interventions of administrative nature expropriating its right to suggest more complete changes (Kaplin & Lee, 2007). The P.I. is aligned with its assignees’ reasoning.

As regards the Rectors’ Conference, it is an informal carrier processing various issues about tertiary education and as such, has the right to deliberate and suggest changes in the way of entrance to the H.E.I.s and H.T.E.I.s. Its basic suggestions are coated by the reasoning for the tertiary education institutions to have a word in their students’ selection and as a result it is the only carrier – along with O.L.M.E. – that disturbs the balance of the existing system.

O.L.M.E., the teachers’ syndicalist organization, seems to have a rather processed viewpoint for the issues under question. Perhaps because it is the only carrier that directly experiences the procedures and side-effects of the entrance system. The O.L.M.E. standpoint has an ideological and functional base. As a syndicalist carrier, it has the right, from any respect, to formulate and concurrently have a powerful viewpoint about what actually happens in the Greek schools.

It is a common consent that the Lyceum and its functional position in the Greek educational system is disdained by the existing entrance system to tertiary education. Therefore, a way to disengage the Lyceum from the chaos of entrance examination is pursued in order to continue to be a part of the public school without being affected by the examination frenzy generated by the entrance exams.

It seems that the new suggested system for the entrance examinations that will be set in force in the school year 2014 – 2015 creates new data for the educational policy and integrates the political and educational carriers’ suggestions, if it is finally implemented. In the Draft about the entrance examinations to University, it is suggested that when today’s students of 1st grade of the Lyceum attend the 3rd grade they will take the examination in all subjects in-school and in common papers on a panhellenic level. The subjects will be divided into two groups. Through the first group, school certificate will be acquired by the students while through the second group, three up to five subjects will be the ones to help them enter to tertiary education. In the 3rd grade syllabus, for students of today’s 3rd grade high school, there will be a Papers Bank of weighing difficulty from which the papers of all examinations will stem. At the same time, the student is given the possibility to contest in a subject as many times as s/he wants within the same year in order to achieve entrance to the faculty of his/her desire. It is suggested by the ministry that the examinations should be administered the same day for both groups of subjects. It is noted that the subjects and significance factors will be defined by the universities. Furthermore, there will be departments of low demand to which candidates will enter

without examinations by simply filling in an application and, obviously, on the basis of the certificate grade.

It is foreseen that the students attending 1st grade of the Lyceum at the moment will attend 2nd and 3rd grade of the Lyceum through adjusted curricula permitting them to participate in the new entrance examinations system. They will participate in the final written examination which will include two papers groups:

The first papers group will define the certificate grade and the second papers group will include the subjects to enter to Higher Education and will define the degree of access.

For today's 1st grade Lyceum students there will be no change in the way of administering the examinations.

It seems that with the new Suggested model of entrance examination the procedure is rationalized. It is important that in the suggestion for the new access system, the subjects to enter to Higher Education will be 3-5, for which only the departments of the Higher Educational Institutions will have a word, also defining the significance factor for each subject. It should be noted that one subject will definitely be Modern Greek Language. It is also positively assessed that the student will be examined in two subjects groups (for the certificate and the entrance to Higher Education). The papers of the first group, for the certificate, will be common for all students on a panhellenic level. Students will take the examination in all the subjects taught. Based on the new curriculum, students will select the subjects and will be taught 8 subjects in 3rd grade of the Lyceum. They will therefore be examined in 8 subjects.

It is estimated that the economic recession will create new considerations about the structure and content of education in all grades and the state, within the framework of development, will encourage and reinforce the productive domain in which education will be attuned so that research contributing to the modernization of the primary production domain, the development of the secondary and the confinement of the counterproductive public sector is reinforced.

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