THE THEORY OF REPRESSION AND RESISTANCE OF S. FREUD AND THE PSYCHO-PEDAGOGICAL ROLE OF A TEACHER INSIDE THE CLASSROOM.

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1. Personal events

Freud was born in Vienna in 1856, where at the age of 29 he became a lecturer assistant professor of Neurology. In 1886 he went to Paris in order to study, where he was acquainted with the famous Professor of Neuropathology Charcot. Later he cooperated with Dr.Breuer, who influenced him especially concerning the cure of hysterical cases. Because of his outspokenness and his innovative ideas he coped with many reactions. He was made by Hitler to leave Austria because of this Jewish origin and went to London. He died in 1939 at the age of 83.

2. Freud’s ideas:

S. Freud's ideas are closely connected with Psychoanalysis. This scientific innovation cured many patients with psychical problems. Influenced by Charcot he admitted that neurosis are «illnesses without organical injuries»². In addition to this, he said that neuroses «are due to someone’s abnormal sexual function»³. He suggested that in order to cure the neurosis the close examination of the unconscious is essential, where during the childhood, according to Freud, the unpleasant impressions/experiences of one’s life are repressed and when one grows up, these repressed impressions drive one to neurosis or other hysterical abnormalities. According to Freud in order to cure these cases, we have first to find the causes of psychical illness and that is to say become conscious of our unconscious actions. Freud believes that some of the impressions during our childhood are repressed to unconscious, only to appear later in life in the form of physical illness. Moreover Freud states that all of our psychical life can be understood, if we see into our unconscious.
3. **Critical view of Freud's ideas**

Although Freud's precision in expression and his intelligence, he did not avoid some exaggerations. He criticized other scientists, namely Kant, and some solid human principles. Consequently, he was not faultless. Only God is faultless. His work has been under discussion and criticized a lot. His work is based on probable views, which are not easily contradicted.

4. **Repression and resistance according to S. Freud**:

Freud is based on probable cases and through examples, he leads us to the consequent conclusions. As far as the repression and the resistance are concerned, he narrates the following case: «Let's suppose that in a room, where Freud gives a lecture, there is a strange listener, who suddenly starts making noise like a demon by stamping his feet, laughing as a lunatic and speaking continuously. Consequently he causes a lot of trouble and confusion to the classroom. So, the lecturer is made to state that it is impossible for him to go on with his lecture. Then some muscular people stand up, approach the person who made all this, fight with him for a while and then throw him out of the lecture hall. From this moment the lecturer is calm and ready to proceed. Despite that, the listeners who stood up and fought with the person who caused this disturbance, wanting to avoid any repetition of the above mentioned acts, put their chairs in front of the closed door and organize there something like "resistance"».

The above events could be represented in a psychical level as following:
HYPOTHETICAL EXAMPLE

The lecture hall symbolizes the CONSCIOUSNESS.

The corridor symbolizes the UNCONSCIOUS.

The dismissal of the person who makes noise and the security of the door symbolizes the RESISTANCE.

The defence mechanism

The lecturer is SIGMUND FREUD.
From the above figure it is obvious that the conflict between psychical powers, result in the stimulation of the unconscious and the conscience. These two conflict with each other and are placed against each other. The ego interferes too, between the physical stimulations and wants to fight back the unpleasant memories. The repression, according to Freud, is not the final result but the start that leads to a theory. So he is far from constructing a whole theory for repression. Freud discusses also another view in order to construct his theory. The resistance is a mechanism which interferes and protects the conscience from some psychological or mental pressure. At this point it is claimed that Dr. Breuer with his remarks led Freud to find the relation between the symptoms and the psychical injures, that caused the illness. Freud himself is not sure whether he can have results with this theory. His hope focuses on the aforementioned example and not so much on abstract analysis and assumptions. Freud says: «There is no doubt that by throwing out of the lecture hall the person who caused the trouble, we do not ensure the fact that we will not be disturbed by him, because this lunatic may come back at any moment and make worse noise than before. Of course he is no longer in this room. He does not annoy us with his ironical smile or the remarks he made screaming out loud. But, as he is out, he prevents the lecture with his protests and his rough voice. Due to this intolerant situation, the only way left in order to solve the problem is the Chairman of the meeting to interfere, playing the referee role. If the Chairman approached the person who disturbed us and told him some calming words, inviting him to come back into the hall, he would in fact come back and the quietness would be re-established. It is obvious that the Chairman should guarantee in front of this person and the audience about his good behaviour, in order to succeed this. Exactly this is the role of a doctor, who wants to cure a neurosis with the psychoanalytical way».7.

Freud after examining patients with symptoms of hysteria and Neuropathy, concludes that no one can totally abandon his bond with desire. One can throw it out of one’s consciousness, but it keeps disturbing one. It usually comes back at any chance. When people throw it out, then another desire gets into their consciousness and replaces the other. This second desire, which replaced and sent away the first one, becomes the ware-house, in which all of our thoughts enter, which we considered as vanished. According to Freud, in order to use the psychoanalytical therapy we look in the patient for the first desire and by this way we find the desire, which was repressed after effacing the resistance, which apparently is the cause of the creation of the psychical disorder. With this way we can elicit the neurosis and the irritations. Then the person who has a problem realizes and admits that the repression of his desire caused his problem. Sometimes the patient idealizes it and directs it to a superior goal. Moreover the patient with the power of his principles and his education criticizes and puts aside the desire. Freud criticising himself accepts that all of the aspects of his theory concerning repressed desires, psychical disorders and abandon of neurosis, are not complete. He also says that the unbearable desires even when repulsed are to be found in the unconscious. According to R. Assagioli, a person could be suffering
not only from repressing the basic biological needs, as Freud states, but also from repressing his/her ideals.

The aforementioned are some thoughts, which lead us to the necessity to study the bibliography and not believe in the principle of absolute certainty. It is impossible that these thoughts constitute a universal truth.

5. THE ROLE OF A TEACHER THROUGH THE PROCESS OF EDUCATION AND LEARNING:

Having in mind Freud’s theory about repression and resistance, we believe that the teacher in order to successfully fulfill his role inside the classroom, must have psycho-pedagogic strategies. As R. Assagioli explains “Children rebel against the authority of teachers and parents and the need they have to express their energy in a creative way, leads them to spontaneous and aggressive behaviour.” According to Carl Rogers the teacher’s role should be “fluid”, meaning that the goals should be flexible and objective. This leads to a self-adjusting experience towards the discovery of knowledge and the reciprocity of interpersonal relationships. To avoid any conflict between directed and non-directed Pedagogy we must explain the role of the teacher inside the Teacher-centered and the Student-centered school. In order to avoid the negative and destructive results of repression and resistance inside the classroom, the teacher’s role must be helpful, advisory, instructive, cooperative, non-authoritarian, creative etc. The core of all education and learning is the student. We find that J.S. Cangelosi refers to J.Kounin approach of withitness and organization of the classroom, or how a teacher cooperates with the students. “Kounin also studied how a teacher’s handling of one student’s misbehaviour affects the behaviours of other students. He found that when a teacher responds to the misbehaviour of one student so that other students understand exactly what about the behaviour is unacceptable, the other students are less likely to exhibit that misbehaviour in the future. This effect was stronger for elementary level students than for older ones.” A good teacher, by using psycho pedagogical strategies inside the classroom, could probably avoid causing more repression and resistance to his students. This becomes understood by the students, not in the form of some well prepared lecture but in the form of the teacher’s everyday behaviour. According to John Robertson “There is no need to deliver a lengthy lecture on behaviour when pupils have been slow to attend, though some teachers might want to discuss the need for certain rules at this stage. What is essential is for the teacher to establish his requirements by what he does”. The perfect teacher must be aware of what Ed. Claparéde said, “We would never achieve to accelerate the change of the tadpole to a toad if we cut off his tail prematurely. Luckily toads do not have schools, otherwise their species would disappear.”
Footnotes


2 Dr. Axele: Adler-Freud, Jung: Psychoanalysis: Personal, Complex Psychology (ed.), Library for all editions, Athens, p. 4

3 Dr. Axele: Adler-Freud, Jung: Psychoanalysis: Personal, Complex Psychology (ed.), Library for all editions, Athens, p. 3


6 The figure is conceived by the writer.

7 Charlotte Bühler: Das Seelenlebens Des Jugendlichen, Frankfurt am main, 1975, s.100-103. See also: Dr. Axele : Adler-Freud, Jung: Psychoanalysis: Personal, Complex Psychology (ed.), Library for all editions, Athens, p. 44.


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Investigating the achievement of the aims of "equality of opportunities" of the binary system of higher education in Greece, from the early 1980s up to the late 2000s

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The aim of this study is to investigate the achievement of the aim of “equality of educational opportunities” in higher education policies in Greece, from the early 1980s up to the late 2000s.

More specifically, the problematic of this study focuses on the binary system of higher education and the social background of the graduates of two different types of higher education, namely universities and Technological Educational Institutions (TEIs), in order to examine the degree of the achievement of the goal of equality of educational opportunities.

The main conclusions of this study are that the social background of graduates is an important factor for their studying in the university or the technological sector of higher education.

Keywords: Higher education, university, Technological Educational Institution, social background, equality of educational opportunities.

1. Introduction

Equality in education has experienced various forms and has been expressed in various ways, while it has gained particular importance especially in the late 1950s and early 1960s, when the education began to be approached through socio-economic categories (investigation of social and economic origin of individuals in relation to their level of education). At the same time education economists discovered the economic dimension of the educational process, since significantly
increased the percentages of participants at all levels of education internationally. [1]

More specifically, in Greece, from the 1960s onwards the inequality of access to higher institutes of the lowest social classes decreased because of an increase in the number of participants in these as a result of various changes in educational policy (free education, free distributing books etc.). [2] Nevertheless, disparities in access to higher education did not disappear, as the involvement of lower social class remains low throughout the student population. [3]

The purpose of this study is to examine the achievement of the goals of "equality of educational opportunities" in the policies of higher education by exploring the social background of university graduates (ie universities, polytechnics and the Higher School of Fine Arts) and Technological Educational Institute (TEI and ASPAITE), using the data of Census 2001 and the European Social Survey 2010.

2. The concept of "equal educational opportunities" focusing on the issue of access to higher education. Social origins and access to higher education in Greece

The demand for equality of educational opportunities in higher education in Greece was highly developed in the 1980s, through a side of the massification of the system of education, involving the creation of non-technological universities or higher education sector and resulted in an increase in the number of students. [4] In this sense, therefore, the expansion of higher education provided more educational and professional opportunities to the people who are at a disadvantage (lower social classes, etc.), as it was considered that the degree is a comparative advantage in modern labor markets. [5]

Despite, however, the integration of technology in higher education sector and the expansion of opportunities for people of all social classes to higher studies, it was observed from the outset that social origin continued to play an important role in the education of people in the university or technological field, respectively, and to their studies in specific faculties and departments. [6]

Thus, the social background of the candidate students leads to particular schools on the basis of the benefits they will derive from them, the best vocational future, ideology and social stereotypes, the ease of integration in schools lowest in the academic hierarchy, and objective criteria, such as low family income and the need to work from an early age, attendance at less good schools etc. [7]

Furthermore, the diversification on the choices of candidates concerns equally the choice of the TEI, as there are very few graduates that chooses TEIs as their first choice, which of course applies also for the universities located in rural cities [8] (and closely linked with the economic level of the family of the candidates, since the transportation of the candidate in another city beyond the residence entails heavy financial burden). [9]
Furthermore, with regard to the relationship of the profession of parents with educational choices for their children, the fact is that in relation to access to universities, the middle classes of the 'third sector' (which is a very high percentage of the workforce in Greece) are disadvantaged in relation to the middle and bourgeois classes. [10] Similarly, children from less privileged professional layers, such as residents, semi-skilled and unskilled workers in the primary or secondary sector and micro-professionals (eg. vendors farmer's markets) remain less represented in higher education (mainly universities), especially in institutions and schools with higher bases and greater prestige. [11]

3. Research

To study the social background of university and TEIs’ graduates we made a comparison between two different key years: 2001 when it had not yet applied the law of academisation of TEI and 2010 when most of the TEI had been Technological Educational Institutes (the application of Law. 2916/2001). At the same time, in 2010 the financial crisis had started to have visible effects on both students’ access to higher education, and their choices (eg declaration of schools in locations outside the residence of the family, or many schools without clear career prospects etc.).

For the investigation, therefore, of the social background of the university and TEIs’ graduates we used the microdata of Census 2001 and the data of the European Social Survey conducted in 2010.

3.1 Methodology

In order to investigate the social background of university and TEIs' graduates in Greece we used the microdata of the Census of 2001, which were obtained from the electronic database Integrated Public Use Microdata Series - International (IPUMS - International). [12]

For the purposes of this study, demographic and social characteristics of the population of the census of 2001 compared with the corresponding data of the European Social Survey of 2010.

The European Social Survey is designed in a longer term as a research program of consistently repeated biennial "phases". The first phase was carried out in 2002, and the results of all phases (up to 2010) are available freely on the internet. [13]

The data analysis of the Census (IPUMS - International) of 2001 and the European Social Survey of 2010 was performed using the statistical package IBM SPSS Statistics 20, while in order to facilitate the analysis the data of the occupations have been classified in both surveys accordance with the International Standard Classification of Occupations (ISCO - 88) in eight categories (scientific and technical professions, senior administrative occupations, clerical occupations, sales and service occupations, working as a trainee worker, semi-skilled worker, unskilled worker and farm occupations). [14]
3.2 The social origins of universities and TEIs’ graduates

With regard to social background of university and TEIs’ graduates, according to the educational level and occupation of their parents (since 1986, when the first students of TEI graduated), according to the Census 2001, the majority of parents of both universities’ graduates and TEIs’ graduates have finished only the elementary school, while according to the data of the European Social Survey 2010, the majority of parents of universities’ graduates are High school graduates, in contrast to the majority of parents of TEI’s graduates who have attended some years of elementary school (i.e., do not hold a baccalaureate in elementary school).

Regarding the employment of the parents of the graduates of both universities and TEIs, according to the Census 2001, the majority of the universities’ graduates’ fathers are retired, while the majority of the TEIs’ graduates’ fathers are employed. On the other hand, the majority of mothers of both types of graduates are not working. Similarly, the majority of the working parents (fathers and mothers) of the universities’ graduates are working in scientific and technical occupations, while the majority of the working fathers of TEIs’ graduates are employed as junior workers, unlike the majority of the working mothers of TEIs’ graduates who are employed in agricultural occupations.

On the other hand, according to the data of the European Social Survey of 2010, most of the fathers of both universities and TEIs’ graduates are employees (not self-employed), in contrast to the mothers of the graduates of those two types of Higher Education who are not working.

Finally, Regarding the occupations of the parents, according to the European Social Survey of 2010, most of the working fathers and mothers of universities’ graduates are working in scientific and technical occupations, while the majority of the working fathers of TEIs’ graduates are employed as junior workers, unlike the majority of the working mothers of TEIs’ graduates who are employed in service occupations, in agricultural occupations and as unskilled workers.

4. Conclusion

The reform efforts related to higher education over the last 30 years in Greece have changed rapidly the higher education’s system, by integrating to the system the technological sector (non-university) with a view to extend higher education in order to eliminate the inequalities of access to it by various social classes, but also to meet the needs of the economy.

However, despite the legislation that led to an increase of students in higher education, social and economic background of individuals affects their performance and their choices regarding their studies at the university or higher technical education, as demonstrated by the literature, but also from the data analysis of Census 2001 and the European social Survey 2010 conducted in this paper and confirmed the different social backgrounds of university and TEIs’ graduates.
According to the data analysis of Census 2001 and the European Social Survey of 2010, we come to the conclusion that parents of universities’ graduates have higher education level and better vocational rehabilitation (employment in jobs with higher pay and prestige) compared with parents of TEIs’ graduates.

This way, we can see that over time the social inequalities based on education level and occupation of parents concerning the introduction of students to university or technological education persist, reproducing this way the educational and social discrimination.

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The pedagogical role of schools in joint vocational education programs between school and enterprises.

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European Union Member States are trying to improve their systems of initial and continuous vocational education. A clear incitation is provided by European organizations, for the development of joint programs between schools and enterprises. A recurrent discussion appears, concerning the application of dual type systems corresponding to those largely applied in Germany and in some other central European countries. In these discussions the dual system is considered to provide solid possibilities to cope with youth unemployment. In the present paper the degree to which such a consideration is valid is researched. Additionally, the role of vocational schools within the framework of joint programs is analyzed. The question is, to what degree the school partner can maintain its pedagogical role within this partnership. To this purpose relative bibliography is searched and discussed.

The chief conclusions of this study are the following:

- The argument that the dual system has a decisive effect on reducing youth unemployment has not been thoroughly supported.
- Regarding the pedagogical role of school in joint programs, the study shows that this cannot be fully developed within the framework of the dual system. In this system the critical approach of social institutions and production structures cannot be well enough supported. The logic of the labor market prevails. However the perspective of fulfillment of the pedagogical school role can be realized in joint programs when the school keeps its role as the important partner.

Key words: Vocational education, apprenticeship, pedagogical role, labor market

1. Introduction

Vocational tasks are learnt in various ways throughout our lives. In a sense, every school apart from providing general education prepares people for the labour market as well. Beyond this kind of vocational preparation there are schools directly preparing students for a work sector or for a certain specialization: they provide initial vocational education. Moreover, people follow vocational training programs
throughout their lives. In this era both changes in working environment (through adoption of new technologies, to mention the most common reason) or individual workplace change occur very often. The need for continuous vocational training programs is been extended. From all the aforementioned forms of vocational education, the initial vocational education and training is the main focus in this paper. For the term vocational education the following definition “Development and application of knowledge and skills for middle level occupations needed by society from time to time” (Moodie, 2002, p.260) will be used which this author rightly prefers after a thorough analysis and discussion of a series of definitions classified into four types: epistemological, teleological, hierarchical and pragmatic.

Apprenticeship refers to the process where someone learns a new job working alongside another experienced worker. It is the oldest form of vocational education and it has been, throughout a long part of human history, the only one (Zacharis, 1985). Some new versions of apprenticeship such as the craft guilds apprenticeship and the industrial apprenticeship have appeared and been practiced down the ages. Finally, the twentieth century evolutions largely facilitated the idea of vocational education provided in school systems organised for this purpose. Although school vocational education is the newest idea (its history- apart from a few exceptions- has extended to less than one century) it is now broadly accepted that effective Vocational Education and Training (VET) cannot generally be provided by schools alone. This means that the aforementioned types of vocational education do not exclude each other. Joint school-enterprises VET programs and particularly apprenticeships are central, with regard to present day vocational education of developed vocational schools. The idea is that vocational programs are preferable when coupled with a type of training in the workplace, where this vocational specialization or some of its tasks are practiced. This idea although presently prevailing, is not the only one concerning vocational education. Scandinavian tradition on the subject for instance, shows (Lindberg, 2003) that vocational education programs almost entirely school based, can be successful in cases where simulation of work tasks are largely employed at school. However the demand for linkage between school and the labour market in the realization of vocational programs is already part of suggestions and directives of European organizations regarding vocational education and the labour market (Bruges communiqué, 2010, Tholman, 2013).

Among the various types of joint vocational education programs practiced in different countries, apprenticeship is the most common. The term denotes practice in the workplace generally paid for by the employer for the purpose of obtaining a vocational certificate or qualification after a prearranged period and, after qualification exams. It goes without saying that in this process the employer is not alone. They act within an organized framework elaborated by school systems and work partners (vocational chambers, labour unions). The apprenticeship goes hand in hand with the workplace trainer. The term refers to a workplace employee who is charged with the training of apprentices. In fact in most cases, as Bahl (2013) explains, it is not only one employee: the apprentice while practicing learns from
different employees. One can speak about community of practice in a workplace. In any case the role of the workplace trainer is complicated as he/she exercises this role in conjunction with their work tasks. In such situations equilibrium between the different functions can be difficult. Workplace trainers are in a certain sense “the hidden protagonists” of training (Ostendorf, 2012).

In this article the pedagogical school role in the various forms of joint vocational programs is focused on. As this role is not uniform or well defined in the various programs the aim is not to describe this role but rather to highlight the various tasks pertinent to the role of the school system, those that the school has to accomplish within the joint programs framework. Specifically, the research questions are:

- What is the margin of school initiative within the framework of joint programs?
- How can training in the workplace be coupled with school expertise regarding learning and educating?

Searching through literature review is intended. Vocational school, labour market, apprenticeship, joint programmes were used as key words to initiate the research. Among other publications found were two special editions of a French journal, the ‘Revue Française de Pédagogie’ (2000, 2013) devoted to this subject.

2. Literature Review

Shavit and Muller (2000) cite two different visions of VET. Some view vocational education “as a safety net, which enhances students’ chances of finding gainful employment as skilled workers” (idem, p.29). Others view it as “a mechanism of social reproduction, which diverts working-class students from higher education and the professions” (idem p.29). The writers having conducted a study in 13 countries around the world conclude that ‘diversion’ and ‘safety net’ effects are not mutually exclusive but they are the flip side of the same coin. Safety net and diversion were found to correlate positively. In countries where vocational education is specific and is linked to the labour market organizations, both safety net and diversion tend to be strong. This result supports, among other things, the idea of the positive effect of dual type systems in youth unemployment.

Tanguy (2013), analyzing modern apprenticeship shows that this one has shrunk in an efficacy adjustment research to the move of economy and employment: “Today’s prevailing configuration excludes the common conviction of great reformists such as Langevin and Wallon regarding school liberating virtues and school capacity to educate both the worker and the citizen” (idem. p.9). Besides, as Kergoat and Capdevielle-Mougnibas (2013) highlight, the place given nowadays to the a ‘work culture’ or better to a worker’s and employee’s culture permits a control, exercised by work directions that “assures the best conditions of practicing work and citizenship”(idem, p.7).

VET systems based on apprenticeship lead to an earlier employee selection at around the mid-teens. This brings to the surface orientation phenomena with regard
to social class or to sex. Apprentices are employed nowadays, according to Moreau (2003), from a social environment slightly more advantaged in comparison to the students of vocational lyceum (fewer unemployed parents and fewer stay at home mothers). Young people of immigrant families and girls in general are almost excluded from this system. They pass through a stricter selection at the beginning of the apprenticeship and when they accomplish it they encounter more difficulties in getting a job.

According to Arrighi (2013), apprenticeship has become dynamic in France only to those parts of the youth population who do not have difficulties in general to enter the labour market. He adds that apprenticeship systematically excludes young people who live in slum areas or young people who prepare for a lower prestige vocational degree. This is “at least annoying” claims the author “when speaking about a political action supposed to fight against youth unemployment” (idem. p.54).

Sex discriminations in the labour market is the result of personal choices and of the employer mentality. Offer of work places for apprenticeship which in turn reproduces phenomena characterising offer of work places in general, limits the choices of young people. International research has already shown that companies which train young people through apprenticeship direct them into different directions according to sex. Imdorf (2013), for instance, through 27 semi-directive interviews with staff supervisors of small and medium sized companies, in the car repair sector in French-speaking Switzerland, shows that when companies recruit, apprentice sex is one of the criteria leading to an almost total elimination of girls from the sector. The reason as is revealed from the interviews is firstly, to prevent eventual dysfunctions that could, according to their estimation, occur in the company and secondly, to prevent the danger of withdrawal or from failure in the training.

For Hyland (2006), VET goes along with the idea of development of transferable competencies. “Emphasizing self-esteem and affective objectives is far less dangerous than suggesting that all that matters in education and training is the achievement of narrow, mechanistic performance outcomes” (idem. p.302). In the case of disaffected youngsters with little experience of success and achievement at school, such ‘therapeutic’ strategies become absolutely vital, according to this author. Therapeutic education becomes significant here, and the new work-based learning (WBL) initiatives which have been central to much recent VET reform have a potentially important role to play. Besides, “newcomers participate in a community of practitioners as well as in productive activity” (Lave and Wenger, 2002, cited by Hyland, 2006, p.304) and thus it could be claimed that WBL-in addition to fostering the occupational knowledge and skills that make up ‘economic’ capital-can, through workplace practice, also facilitate the development of the valuable ‘social’ capital.

3. Evaluation

As we have seen in Shavit & Muller (2003), VET when specific and especially when including apprenticeship, can lead to a higher degree of youth employment. Arrighi (2013) gives data showing that some years after qualification or graduation, young people having been trained through apprenticeship enjoy a higher degree of
employment. But results are not clear-cut. Factors influencing unemployment are multiple and complicated. The dependant variable youth unemployment can not easily be correlated to VET systems alone. Besides, according to Arrighi (2013) one cannot speak about youth unemployment in general without relating it to the sector and to the level of education.

Dual-type systems lead to an earlier employee selection. There are both positive and negative aspects of this ‘premature’ selection. The first comprise the fact that the labour market sends early signs to young people regarding job needs. Moreover when there is a difficulty or a rejection during the process of apprentice recruitment, the fact that young people are still around the school systems can potentially provide support in terms of reorientation or better competence development so that young people find their way around and become eligible in their future apprenticeship research. The non-selection on the other hand illustrates the negative aspect of this early selection process: the non selection is likely to be more traumatic at the age of 15-16 than the same eventuality occurring when seeking employment after the completion of a school-based VET program at the age of 19 plus.

Besides, the ‘safety net’ described by Shavit & Müller (2003) goes along, as shown in their research, with the diversion effect. The orientation process according to social class or to sex of candidates during the apprentice recruitment has been described in detail by different authors (Imford, 2013, Tanguy, 2013, Moreau, 2003).

The ways of socialisation of the apprentices are marked by confrontation in the work environment and the forms of knowledge transmission (which are oriented to an inductive method that attributes great value to the practice of technical knowhow) indicate that “in the framework of apprenticeship the workshop prevails over the classroom” (Kergoat and Capdevielle-Mougnibas 2013, p.8).

These findings show that the margin of school initiatives and impact during apprenticeship programs is rather narrow. It seems that many things are determined by the impact of workplace and labour market realities and that active school participation with the desired liberating and egalitarian ideals is not present. The findings presented earlier regarding the orientation process during apprentice recruitment highlight this reality. Besides, with regard to learning, a finding of Cheneval-Armand (2007) supports this idea also. In her research which studied VET students’ learning of health risks and accident prevention at work, students tend to overestimate workplace trainer practices and to devaluate school teaching.

School margin for initiative seems to be broader in the type of joint programmes with ‘alternation’ (during their studies in vocational school, students spend several weeks of training each year in a firm of their sector : they are not employed, they are placed for training after an agreement between the school and the company). However, the characteristics of this system cannot be studied systematically. They are largely based on voluntarism (Agulhon, 2000). Voluntarism on the part of the employers and also voluntarism on the part of VET teachers responsible for such cooperation contracts.
4. Discussion

The aforementioned realizations and comments do not mean though that a satisfactory support of educational ideals would necessarily suppose a ‘back to school’ movement regarding VET programs. The move towards cooperation and towards joint effort with social partners is a reality in many countries. Moreover it cannot be assumed that school alone can accomplish the pedagogical objectives discussed in the previous paragraphs. For instance, the development of some transferable competencies could be easier when workplace reality provides opportunities that are properly exploited. Questioning social classes and realizing limitations due to social class provenance could become more serious and essential if the workplace realities are in the sphere of everyday adolescent life. The problem is in what way this fruitful workplace experience could lead to self development and to the development of abilities having a value further than the workplace where obtained. This cannot happen if these experiences do not become systematically the object of retrospection and comparison. School could be the ideal place for it as it is situated outside the workplace and there can intermix in the school class students who are apprentices in different workplaces. This thesis is also supported by vocational didactics (Pastré et al., 2006). It is claimed by these authors that VET cannot be complete by only providing expertise in one special situation. It should cover a set of possible situations for the same problem, even if the practitioner has little chance of ever coming across them. In this way there should be a transformation of the ‘working field’ to a ‘conceptual field’ and a creation of degrees of liberty against the “submission to the reality that characterises learning on the spot” (idem, p.189). Simulations, according to the writers, can largely help in this direction by organizing learning in a systematic way. This requires among other things teacher competence and above all a well established ‘double professional identity’ (Larré et al, 2013) of teachers of vocational subjects (teachers but also professionals in the particular sector). Special training of VET teachers on these issues is also considered necessary.

As described earlier there are no miracle solutions regarding such important problems as youth unemployment. Moreover, although apprenticeship can contribute under certain conditions to an increase in employment in certain sectors it cannot in general answer the problem of youth unemployment. This means that nothing should be sacrificed regarding the schools’ role in the new era of joint programmes. It is neither proper nor necessary that schools restricts themselves to a secondary partner in the joint programmes but should maintain their proper role within the framework of school-enterprise programmes.

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The Technical Vocational Education in post-dictatorship Greece: Existing framework - Deterministic components - Emergent perspectives in contemporary Greek educational system

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The Technical Vocational Education (TVE) in Greece has been determined by frequent reform efforts which the Greek state attempted to integrate creative on education system, giving it a clear educational role, which will allow it to serve educational needs that only TVE could take over as the main responsible educational pillar, next to that of General Education.

This paper will focus on the presentation the existing framework on the TVE in postwar Greek educational reality as it was and as it continues existing till now, seeking the appropriate form. The components that determine the form of the existing TVE will be the subject of this presentation on the effort to promote formative factors of TVE in contemporary Greek reality .The next step would be to explore the prospects of TVE, as it formulated under the weight of recent reform efforts.

The ambition of this paper is to highlight the context in which the TVE has been set in contemporary Greek educational reality and to point out the prospects are being configured for Technical Vocational Education in our country.

1. Introduction

Secondary TVE in Greece called to serve the need of Technical - Vocational training of potential and active workforce in the country, the need for development of Greece and the wider technical and economic developments have set the prerequisite upswing. Sometimes, the current reform efforts in the sensitive area of TVE were prompted by the intense pressures of the labor market adequate Vocational - Education and training of the workforce, while other times these efforts were simply rough transportation - implementation of programs relating to technical-
vocational education other European educational systems. The results so far suggest the finding that the TVE in our country still trying to find a direction that will lead the way to the needs of the country and its citizens from seeking it.

2. The Technical Vocational Education in Postwar Greece

During the political changeover, the very low participation rates in secondary technical-vocational education (Fragoudaki, 1977:26), together with the ever increasing demands of the labor market, leading to N. 576, that established the Technical Vocational High Schools, the Technical Vocational Schools and the Higher Professional Schools. Unfortunately, even the designs of the same State for the purpose of operation of technical-vocational education rested on false bases, since the tee was, outside of the actual orientation, to address overcrowding in high schools, and the massive accumulation of graduates at the entrance of universities (Bouzakis, 2006:144). Moreover, the negative staining of manual labor in connection with the spiritual perceptions of Greek society and the deficient interest of the State for the TVE, insufficient infrastructure, drafts and sometimes deferred curricula, lack of care for the training of the teaching staff, were negative factors for the TVE, such as L. 576 set.

In 1985, the L.1566, founded the Unified Multi Lyceum (UML), which are designed to integrate with the general technical-vocational education, linking theory with practice. But, and this effort was not crowned with success, since the life of UML was short.

In 1998, the L. 2640 founded the Technical Vocational Schools (TVS). The legislation tried to integrate practical training - training of students in a real working environment, providing that: "... can be concluded contracts with public or private sector for laboratory applications and placements of qualified students TVE" (Article 5, paragraph 2). This provision of the law for traineeships for students of TVE in companies and organizations forward to the next time the publicity with great intensity, creating those directly involved in Technical Vocational Education hopes significant connection to the labor market for the benefit of TVE students in practical terms. This announcement and unfortunately left this impractical. Unfortunately, the process of student attendance in the TVE and the impressive student leak from them, came as a natural response of society to the continuous depreciation of the State. It is indicative that in terms of generation of students 2000 - 2001 A leak in the circle of TVE determined at 20.28%, while taking into account the corresponding second level, then the leak is thrown even higher, at 28.81 %, corresponding to when the Lyceum is only 3.32% (Pedagogical Institute, 2007: 147).

The continued neglect of Greek state to actively support and essentially technical-vocational education creates negative reactions, which result in the conversion of TVE in Vocational Lyceum (VL) and Vocational Schools (VS) by the L. 3475/2006. The reactions and objections to this new type of technical-vocational education they soon become apparent (OLME, 2006). By the L. 4186/2013, the state restructured Secondary TVE, founded the "new" Vocational Lyceum (VL) in place namesake of L. which is proposing two cycles, the secondary and post-secondary cycle or "Class
Apprenticeship" (Article 7). As mentioned on: "In the 'Classroom Apprenticeship" program applies the laboratory course "Remedial Education Laboratory of Apprenticeship" seven (7) hours total, is allocated to two days a week, which is taught in the school of VL and the Manpower Employment Organization (OAED) schools from teaching staff of the Ministry of Education and OAED for one school year, from 1 September to 30 August each year. In "Apprenticeship Class" applies "training program in the workplace - Schooling in the workplace" twenty-eight (28) hours per week is allocated to five (5) days in a school year ... The laboratory course is carried out in laboratories of OAED. the concerned Laboratory Centers or the School Laboratory of the Ministry of Education and Religious Affairs' (Article 9). According to the L. 4186/2013: "Graduates of the" Secondary Cycle Studies "granted: a. Graduation (equivalent to the Certificate Lyceum) after school examinations, and b. Specialization Diploma Level 3, after school examinations of the VL 2. Graduates of "Apprenticeship Class" receive Degree Specialization Level 4 by the Ministry of Education and OAED together, after the completion of the procedures for the qualifications in accordance with paragraph 4 hereof. 

Graduates Evening Vocational high schools are not required to access the "Apprenticeship Class" for their arrival in the certification qualifications, provided they have completed at least 600 salaries in specialty graduate from the third grade of Vocational Evening School "(Article 12). Similarly, the position of Vocational Schools (VS) by the L. 3475/2006 established Vocational Training Schools (VTS). In VTS operates A and B classes, as Apprenticeship class too. In "Apprenticeship Class" a project of the laboratory course "Remedial Education Laboratory of Apprenticeship" seven (7) hours total, is allocated two (2) days a week. In "Apprenticeship Class 'apply' training program in the workplace - Schooling in the Workplace" twenty-eight (28) hours per week is allocated to five (5) days for a school year. Even emphasized that: "Graduates of VTS not have access to Higher Education "(article 22).

It should be noted that this change in secondary TVE was not timely support of the necessary subsequent actions, namely the training curricula, training teachers in new teaching skills and items while supporting them with teaching instructions, teaching techniques, methods teaching, teaching aids, and early mission schools in modern books for specialization subjects.

In conclusion, the technical-vocational education was not in the path to the timeless Greek educational system due attention of the Greek State. If the dimensional orientation of the educational system in Greece was considered normal in the 19th century, due to the fact of lack of infrastructure in the form of economic and occupational structure of the country at that time (Katsikas, Therianos, 2007:112), the evolution in the management of this type education was negative as neutral, once the growth requirements of the economic life of the country raised the support tee top priority. Of course, to stop this state is not immune from the entrenched beliefs and perceptions of Greek society for the social dimension of higher general education versus technical-vocational. In part, however, attributable to the operations of the State in the management of technical-vocational education, the
responsibilities are important, which are continuous and rough regressions, repetitions, reconstructions forms of Technical and Vocational schools highlight.

Table 1 Evolution of public secondary Technical - Vocational education in post-dictatorship Greece

<table>
<thead>
<tr>
<th>Period</th>
<th>Foundation - Adopt</th>
<th>Legislation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1985</td>
<td>Established the Unified Multi Lyceum next to the Technical Vocational High Schools and Technical Schools</td>
<td>L. 1566 / 1985</td>
</tr>
<tr>
<td>1998</td>
<td>Established the Technical Vocational Schools in place of Technical Vocational High Schools and Technical Vocational Schools</td>
<td>L. 2640 /1998</td>
</tr>
<tr>
<td>2006</td>
<td>Institutions Vocational Lyceum and Vocational Schools in place of the Technical Vocational Schools</td>
<td>L. 3475 /2006</td>
</tr>
<tr>
<td>2013</td>
<td>Establishment of new Vocational Lyceum and Vocational Schools</td>
<td>L. 4186/2013</td>
</tr>
</tbody>
</table>

3. The current situation of Technical - Vocational Education in Greece

The delineation of the role of TVE in Greek actually determined by the needs it is called upon to meet and provide substantive responses to the request for Technical - Vocational education. In this context the tee does not seem to have managed to win the bet, since continued and continues to remain isolated from the real mission if not accomplished until now - unless exempted example of OAED Apprenticeship Schools - connect creatively theoretical education with practice under one operating the dual system of education.

The application of the dual system in technical-vocational schools of our country is not applicable even today, despite occasional official pronouncements and commitments through legislation to do so, despite the positive results that the educational system has brought to the respective levels of education other European countries such as Germany, Great Britain, Ireland, Denmark, the Netherlands\(^1\). Moreover, the Specialities that served in TVE is in most cases not

directly related to the respective labor market needs. Result of this is the vast majority of graduates of TVE (80.4% for males and 64.1% for females) employed on an object which is not related disciplines who studied at Technical - Vocational education\(^2\). In addition, several studies indicate that there is a discrepancy between workers' skills and the needs of businesses, deviation determined mainly the lack of skills in terms of employees\(^3\). The student leak TVE showed in evolution, despite initial promising forecasts (Galitis, at al., 2000, Galitis, 2010), is indicative of the reaction of Greek society above.

By the L. 3475/2006 founded Vocational Lyceum (VL) and Vocational Schools (VS), which came to replace the Technical Vocational Schools, having added the purpose of establishing Vocational Lyceum "provide students with the necessary knowledge and supplies to continue their studies in the next educational level" (L. 3475/2006, Article 1).

According to L. 3748/2009, holders of VL baccalaureate have access to tertiary education in schools and departments of Universities, colleges, and other schools of higher education, following their participation in national exams. However, these graduates are considered on common issues with those general education courses and direction of the General Lyceum (Article 1), which penalizes candidates from the , if it is established the low level of educational attainment of pupils of TVE\(^4\) which in turn is to outline the unequal competition between VL graduates and those in the General Lyceum.

In addition, graduates of VL have access to schools of higher education and military schools after participation in national exams and percentage of positions on the total number of places for these schools (Article 1). This provision of the law designated as a positive measure to the efforts of these students access to higher education.

The predictions above for access to higher education there are also in L. 4186/2013 (Article 13).

The attempt by the Ministry of Education to provide opportunities for access to higher education through VL seems to conflict with the objective difficulties of the learning deficit and the minor effort of students of TVE, as the relevant statistics about the access exam of graduates of TVE shows. These statistics are very disappointing.

The equipment needs of VL laboratories continue to complicate the work of the Technical Vocational Education and the announcements for "creating new ultra

\(^2\) Ref.: Research by Pedagogical Institute on "Employment Graduates of secondary education".


modern laboratories" disappointingly slow to appear in the time of their implementation.

The professional rights of VL and VS graduates dramatically delayed or institutionalized or identified by intense ambiguity, which creates negative images in Greek society for the existence of the tee and the role that this minister, while retaining the hazy landscape of career paths and recovery graduates of Technical - Vocational Education.

The following tables, reflect the image of the TVE in post-dictatorship Greece and highlight the weakness of the Technical Vocational Education to convince the Greek public for the main role which play to the economic and professional development, resulting the removal from the standards that serves the same level of education in contemporary European states.

**Table 2** Population of students per school type and year. Technical - Vocational Education Ministry of Education School years: 2001 – 2013

<table>
<thead>
<tr>
<th>SCHOOL YEAR</th>
<th>PUBLIC</th>
<th>SCHOOL TYPE</th>
<th>PRIVATE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>DAY SCHOOLS</td>
<td>NIGHT SCHOOLS</td>
<td>DAY SCHOOLS</td>
</tr>
<tr>
<td>2001 – 2002</td>
<td>119,771</td>
<td>11.655</td>
<td>6,178</td>
</tr>
<tr>
<td>2002 – 2003</td>
<td>110,579</td>
<td>13,603</td>
<td>5,859</td>
</tr>
<tr>
<td>2003 – 2004</td>
<td>100,780</td>
<td>15,411</td>
<td>4,394</td>
</tr>
<tr>
<td>2004 – 2005</td>
<td>91,566</td>
<td>16,007</td>
<td>3,202</td>
</tr>
<tr>
<td>2005 – 2006</td>
<td>83,952</td>
<td>14,765</td>
<td>2,775</td>
</tr>
<tr>
<td>2006 – 2007</td>
<td>19,917 (VL) + 52,553 (TVS) = 72,470</td>
<td>2,669 (VL) + 9,974 (TVS) = 12,543</td>
<td>91 (VL) + 1,186 (TVS) = 1,277</td>
</tr>
<tr>
<td>2007 – 2008</td>
<td>42,867 (VL) + 20,781 (TVS) + 12,314 (VS) = 75,796</td>
<td>6,144 (VL) + 5,988 (TVS) = 12,132</td>
<td>180 (VL) + 387 (TVS) = 567</td>
</tr>
<tr>
<td>2008 – 2009</td>
<td>63,655 (VL) + 11,393 (VS) = 75,048</td>
<td>8,935 (VL) + 3,470 (TVS) = 12,405</td>
<td>243 (VL) + 289 (VS) = 532</td>
</tr>
<tr>
<td>2009 – 2010</td>
<td>68,510 (VL) + 12,262 (VS) = 80,772</td>
<td>11,401 (VL) + 0 (VS) = 11,401</td>
<td>245 (VL) + 244 (VS) = 489</td>
</tr>
<tr>
<td>2010-2011</td>
<td>72,124 (VL) + 12,557 (VS) = 84,981</td>
<td>12,832 (VL) + 0 (VS) = 12,832</td>
<td>238 (VL) + 239 (VS) = 477</td>
</tr>
<tr>
<td>2011-2012</td>
<td>75,956 (VL) + 15,142 (VS) = 91,465</td>
<td>13,837 (VL) + 35 (VS) = 13,872</td>
<td>174 (VL) + 159 (VS) = 333</td>
</tr>
<tr>
<td>2012 – 2013</td>
<td>77,266 (VL) + 16,636 (VS) = 93,902</td>
<td>13,782 (VL) + 57 (VS) = 13,839</td>
<td>182 (VL) + 153 (VS) = 335</td>
</tr>
</tbody>
</table>

Figures relating to schools by the Ministry of Education. Source: Greek Statistical Authority; Edit: Galitís Pantelís

**Table 3** School units Technical - Vocational Education. Ministry of Education School years: 2000 – 2013
Relative study of the Ministry of Education for the state of secondary technical education in Greece, highlighting the following, not encouraging conclusions:

1. Secondary Technical Education has low status in Greek society.
2. Students prefer to acquire adequate qualifications more than the continuation of their studies.
3. Need for redesigning the structure and function of the Public Technical Vocational Training.
4. Majority of the Public Technical Vocational Training students exhibit intense learning gaps that make it difficult for the professional or academic careers.
5. Affirming the need for regular updating Curriculum and Books with modern knowledge.
6. Strengthening of teaching hours for technological courses and workshops.

4. **Prospects - Proposals to upgrade the role of TEE in Secondary Greece**

The financial support of the tee, both within the logistical infrastructure, and the implementation of programs aimed towards acquiring practical experience of students is an essential prerequisite for creating a second school network. The application of the dual system in technical-vocational education raises more than necessary, since currently no data refute those who consider that only training in
the laboratories of the Technical Schools enough to obtain substantial experience (Galitis, 2008).

The systematic and planned efforts of interconnection tee with labor market demand and taking appropriate measures. In this context, the implementation of the relevant announcements will strengthen the position of the TEE graduates in the labor market and the appreciation of Greek society in this type of education. Responsibility for coordination of technical-vocational education with labor market needs, in order to avoid the first downstream strongly deferred and ultimately cut off from modern developments, an integral necessity in the direction of continuous modernization, but of course this be interpreted as a suggestion blind served market work and training supplies workers. The precise determination of the professional rights of graduates TEE is an additional important step in order to create and strengthen the conditions of Greek society confidence in the face of technical-vocational education.

Effort should be made to upgrade the quality of its curriculum and student performance of the participants in this, since this is undeniable prerequisite in order to create sound conditions for implementation of the option they wish to offer to the VL graduates for access to all spectrum of higher education

The stability in the form of the TVE is a prerequisite to ensure the effectiveness of the role which is to serve. This prerequisite planned and steady steps to reform paths which are delineated adequacy and clarity and also have ensured all the necessary conditions to guarantee the necessary conditions for acceptance of the Greek society. Frivolous conversions - retractions have proven that do not lead to the expected results.

5. Conclusion

The course of the Secondary Technical - Vocational Education in post-dictatorship Greece does not seem to be consistent with the clear objectives set by the state for her, and while efforts undertaken to stabilize and refine the course of failing to put in place educational scene that the needs of society determine and require. Continued reform - corrective - structural efforts undertaken over the years of the new regime came to nothing, as there seems to have been adequate political will supported the otherwise positive planned reforms - measures to enhance the role of TVE in modern reality. The constant procrastination, indecision, sloppy, perhaps timidity, but also potential conflicts of interest were the determinants of the educational course of post-dictatorship TVE, removing the possibility to propose convincing and effective solutions to the demands of social development in our country. Requests, which remain unanswered, while the prestige of TVE handle daily more and more the effects are painful for the Greek society. The adoption of effective measures and the stability of the legal framework governing the TVE are key factors in creating a reliable, flexible and efficient - effective second school network, which is undeniable that the development of the country and, by extension, the social and economic welfare of its citizens needs.
References


Sites
1. www.eurydice.eu
3. www.pi-schools.gr/lessons/tee/mechanical
ATTITUDES AND TEACHING PRACTICES VOLUNTEER AND PROFESSIONAL INSTRUCTORS TEACHING THE GREEK AS SECOND LANGUAGE IN ADULT MIGRANTS

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The research examined the educational techniques employed at programmes teaching Greek as a foreign language for immigrants or refugees. These programmes are held by NGOs, the Institute of Youth and Lifelong Learning and by Vocational Training Centres (KEK) through funding. The thesis attempted to correlate the teaching methods with the instructors’ profile, in particular with regard to their qualifications in adult education, their intercultural perception and their attitude towards the adult state of learners. The research was carried out using qualitative methods and the data were drawn through semi-structured interviews with the instructors and free, non participatory observation.

The findings of the research illustrated that the majority of the instructors of the sample, whether volunteers or professionals, do not use active educational methods. Techniques such as role play, group projects, brainstorming, open and meaningful debates constitute the exception to the rule. Another significant finding was that the specialisation of the instructors with regard to adult education does not ensure the use of those techniques that fit the adult learner profile. The instructors however who demonstrated an increased intercultural perception and a non-ethnocentric approach to the language, were shown to use more active techniques, utilise previous experience and attempt to actively involve the learners in every stage of the learning process, ultimately satisfying more effectively the learners’ communicative needs.

1. Introduction
The cultural diversity is, nowadays, an integral part of most societies, as our era of globalization, is characterized by large population movements. In order for the
migration to be a means of growth and not become a "problem", a system which supports for migrants from the moment they leave the country until they enter the labor market of the destination country is more than essential. Part of the support system is to provide opportunities to learn the language and history of the host country. It is one of the most important factors contributing to the smooth integration of immigrants and facilitates their lives in their new country.

The purpose of this study is to investigate the educational methods used by adult educators in programs for learning Greek as a second language to adult immigrants from countries with a lower level of economic development of Greece.

2. Literature

*Intercultural education*

In contrast to the values and beliefs of the traditional education which characterize it as ethnocentric, intercultural education utilizes the concepts of cultural relativism that accepts cultural differences and stresses the need to respect diversity and use it in the context of the interaction between 'different' people. The inherent diversity of things in any group of learners become more "visible" to a group where language, religion and national origin, differ. However, the functionality and efficiency of a group, is not based on the similarities between the members, but the negotiation of differences, from which the group draws energy and new ideas to achieve the objectives (Douglas, 1997).

Depending on the occasional social and historical conditions, educational policies are adopted, aimed to: a) assimilation (overcome cultural differences and prevalence of 'superior' Western civilization), b) integrating (recognition of minority cultures and appearance within the mainly private life, only to the extent that you do not bring into question the basic cultural values of the host country) and c) multiculturalism (including elements of the culture of "different", the content of the education and empowerment of the particular identity of immigrants, by stating that the host society learns but is not influenced by the culture of immigrants). In all three cases, the superiority of the dominant culture is not disputed.

In this light, the process of learning in multicultural environments associated is with all three types of learning proposed by Cranton (1996, op. Ref. In Imel, 1997) aiming at: a) the conquest of the known targets, b) promote communication which allows participants to exchange ideas, feelings and information, while facilitating the acceptance of knowledge of team members and c) the involvement of learners through critical thinking, a process of empowerment where assumptions, expectations and prospects are renegotiated.

*Native and second language*

There are two theoretical approaches on whether teachers should or should not exploit the culture and language of immigrants to achieve good results in the
conquest of the language of the host country. The first theoretical direction, in agreement with the policies of assimilation and integration, argues that the use of the mother tongue should be limited. It is therefore proposed to encourage immigrants to speak the language of the host society, even when they speak with their fellowmen. The aim is to achieve greater exposure to the host language, which is considered a necessary and sufficient condition in order to integrate into the host society. It is the model of “separate language skills” (Cummins, 2005, p. 135) in which one language competes with the other.

Critics of this view argue that the research so far is clear that the preservation of culture and the use of their mother tongue prevent immigrants to learn the language and culture of the host society. In contrast, confirming the value of their own culture empowers learners to achieve cognitive goals easier in the second language (Ferguson, 2006).

**Educational methods**

The principles of adult education and intercultural education are that students, their goals, their needs and their everyday lives should be at the center of the educational process. The educational methods used by adult educators are responsible to practice all of the above. More specifically:

- To actively involve learners in the learning process, to activate their interest taking into account their needs and linking the subject to the situations they face in their daily lives by facilitating their communication.
- To connect their experiences and knowledge they have acquired in their native language with the new knowledge, and through the "empirical action" and the use of real situations, to lead them to the conquest of the theoretical system and the structure of language.
- To encourage critical thinking, allowing the learner to revise dysfunctional beliefs that prevent him to operate efficiently in the educational process.
- To seek and develop relations and to create positive atmosphere based on mutual respect and effective communication.

Noye and Piveteau (1993) refer to training methods by grouping them into three categories:

- a) Knowledge is outside the learner; it is hold and transmitted by the teacher
- b) The teacher builds and organizes knowledge already held by the trainee
- c) the learner with the help of trainer understands the new pieces of knowledge on his own way and pace.
3. **Methodology**

*Research methods and tools*

The purpose of the research is to understand the reality in the field of adult education of immigrants in Greek language, by the perspective of trainers. The methods for the data collection are the interview and the observation.

The semi-structured interview allows in-depth and comprehensive communication, the understanding of narratives and experiences of respondents, while reducing the risk of misinterpretations and misunderstandings by the side of the researcher and the part of the respondent, too.

The observation enables the recording of behaviors and interactions in just when they are unfolding (Mason, 2003). It also enables the observation of non-verbal reactions and, therefore, further analysis and interpretation not only of the behaviors but also of the attitudes observed. Another reason for choosing the observation, was not only to increase the validity of research results and to check the data collected from the interviews, but also to identify any discrepancies between the theoretical assumptions of teachers and the teaching practice.

*Sample*

The institutions whose professional educators are teachers of the Greek language, history and culture to immigrants with a residence permit, and / or refugees and / or asylum seekers are the participants in this research. The aim of these programs is to improve the communication skills of learners (through knowledge of the language) and to provide explanation of the Greek life and habits (through the course of history and culture), which will facilitate their integration into the Greek society and make their daily lives easier.

4. **Findings**

*Teaching approach*

Most of the teachers said that the aim of the course is to enable students to communicate effectively. However, many of them recognize that they insist on grammar and the teaching of language structure, without connecting them to a communication activity. Some of the trainers interviewed, seems to deal almost exclusively with grammar throughout the duration of the course. Some say that the students are not interested or are bored by grammar, however they insist on it besides the objections of trainees. Some of the trainers consider grammar as a separate section in the lesson, but they try to avoid using difficult grammatical terms that confuse the learners. They give many examples and try to incorporate the rules to discussions. Often instructors recognize that vocabulary and grammatical types are not a living language. But they consider this as very important kind of knowledge, so they spend almost all the time trying to communicate it to the trainees.
Generally, most trainers focus on reading and writing. Some teachers say that students write spelling or grammar on the board. Many teachers say that they make their learners to write a lot (filling exercises, writing rules, or leaning verbs and nouns) and find that this helps the trainees to become more fluent.

5. The teaching methods

5.1 Results from the observation

In summary, Table 1 presents the techniques which were observed during the educational process:

<table>
<thead>
<tr>
<th>Method</th>
<th>Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>It is the predominant technique used by trainers of the sample, sometimes even for long periods without being enriched with other activities</td>
</tr>
<tr>
<td>Question and answers</td>
<td>They are used quite often. Most times the instructor asks questions which are designed to control the knowledge of trainees.</td>
</tr>
<tr>
<td>Discussion</td>
<td>Discussion is used by several instructors. Sometimes it is just a relaxing break, while other times trainees are activated, they express their opinions and they participate meaningfully.</td>
</tr>
<tr>
<td>Role playing</td>
<td>Role playing was used by an instructor. The requirements of the method were not met and there was no activation of learners.</td>
</tr>
<tr>
<td>Brainstorming</td>
<td>The method was identified by the trainer as brainstorming although it was not. Trainees were asked to fill in the blanks and they did not express themselves freely as there were limitation to the filling of the gaps.</td>
</tr>
</tbody>
</table>

Table 1: Method and its implementation

6. Conclusions

Theorists of adult learning (Brookfield, 1986; Cross, 1981; Freire, 2006; Kokkos, 1998; Noye & Piveteau, 1993; Rogers, 1999) promote effective learning, which is achieved through the active participation of learners. From the observational data and from the interviews, these teaching techniques are not used by the majority of instructors. Methods that promote interaction between the instructor and learners or between learners themselves are not implemented. Furthermore, methods which promote the search for information and alternatives and methods which encourage learners to find solutions and to develop their critical ability (Jarvis, 2004), occur rarely in the teaching process which we observed.
Most trainers follow the structural approach, which focuses on the transmission of knowledge about the structure of language and ignores how to use proper communication skills (Efthymiades, 1995; Mitsis & Mitsi, 2007; Chatziefstathiou, 2010). In four of the five sections of the observation, education in language is perceived as the teaching of grammar and vocabulary. But even the fifth trainer who adopts a more communicative approach (Efthymiades, 1996; Chatziefstathiou, 2010), does not use active techniques, because he states that he is not convinced of their effectiveness and that the learner participation be limited to a minimum. Therefore, techniques that utilize the experience of the trainee and they favor the trainees' activation (such as brainstorming, working in groups, case study, role-playing the game, etc.) are almost completely absent.

From the interview data it can be concluded that many teachers, especially the category of volunteers, are not even aware of the participatory techniques. There is confusion as to what is working in teams and what is role-playing. There is also more ignorance about the specifications and requirements of these techniques, their objectives serve their selection criteria. Many teachers say that they do not use participatory techniques for various 'objective' reasons (lack of time, tests, training habits of students).

Lecture was the dominant educational method. The monologues of the instructor, often for long periods, copying from the blackboard, the constant repetition of standard phrases, completing exercises, correction of errors without negotiation and learner participation and short answers to questions are the main activities which take most of the time in educational practice. Sometimes instructors referred to the ineffectiveness of their efforts, but attribute it to factors such related to the effort or the potential of learners and not the attitude of the trainer and the adoptive teaching practice (Frangoudaki, 2001).

The educational processes which were observed did not meet the conditions that would enable learners to express themselves. The trainer has been the dominant figure and he controls the course of the discussion which takes place between him and the student. The other students rarely get involved, especially those who are considered weak.

7. Discussion

Effective education of adult immigrants in the Greek language is a highly demanding task for the success of which need to combine theoretical and practical approaches of adult education, intercultural education and the communicative approach to language learning. Although the limited sample does not permit generalization of the results and findings associated with specific instructors, but it seems that there is a need for training or retraining of teachers working in programs for learning Greek as a second language.

The content and methods of training should be such in order to enable teachers to understand the elements that shape their attitude towards learners and to reconsider entrenched perceptions that affect their practice. An experiential
Approach can lead them to recognize and put aside their prejudices and their educational 'habits', to take account of the diversity of needs, goals, experiences and educational preferences of learners and to identify failures and contradictions in their teaching practice. As mentioned by Androussou and Magos (2001), the aim of education should be to link theory with practice through a reflective approach to everyday educational reality in order to lead the trainers to uncover interactions, strategies and rules, which would allow them to adopt a more consistent, efficient and creative educational practice.

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The nurses’ point of view regarding training in Greek hospitals

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Abstract: Nurses are daily exposed to various types of H&S risk factors/hazards: physical, biological, chemical and psychosocial. The recognition/understanding of these factors, their implications on nurses’ health and well-being, as well as the need to find effective ways of dealing with risk factors within health care units are essential parts in providing a healthy and, if possible, risk free environment, for both health workers and patients. This paper presents a research undertaken in Greek hospitals, in order to explore the nurses’ knowledge on health risk factors. In particular, this research has been conducted in order to examine the main physical, chemical, biological and psychosocial risk factors/hazards, which nurses face within their work environment and how they usually deal with them. Furthermore, the research presents the main implications which these hazards impose on the nurses’ general health and the nurses’ views/preferences with regards to the training they need to receive, in order to address the H&S issues associated with their job.

1. Introduction and Literature review

The provision of quality nursing care is relevant to the idea of protecting nurses from various sorts of occupational hazards lurking within their working environment. A safe hospital environment is essential for a) medical and nursing staff being effective at their job and b) securing safety and well being of patients (Velonakis & Tsalikoglou, 2005). Due to EU regulations on Health and Safety (H&S), which had to be adopted by all member states (89/391), in Greece, since 1992, all hospitals had the obligation to put into practice all necessary H&S measures/practices, in order to ensure workers’ health and safety.

There has been identified a wide variety of hazards in hospitals, both for patients as well as health workers. According to the World Health Organisation (W.H.O., 2001), hazard is a possible threat of source of exposure to injury, harm or loss. In bibliography occupational health problems among nurses have been categorized into four types: physical, chemical, biological and psychosocial (Tan, 1991).
Physical hazards include harsh conditions (temperature, lighting, changes in atmospheric pressure), noise, vibrations and ionizing and non-ionizing radiations. They can interfere with the general health of people exposed to them, at times, with serious results; for example, noise has a negative impact on staff communication. It has also been linked to hearing problems, sleeping disorders, cardiovascular dysfunction and mental health disorders. Surgeries and intensive care units have been described as the noisiest hospital units (Tsiou et. al., 2008; Philimoni et. al., 2011). Musculoskeletal injuries have been described as very common and serious in the nursing profession (De Castro, 2004). They are often attributed to the nature of the job: prolonged upright posture, bending and hyperextension, lifting of patients and heavy equipment (Tinubu et. al., 2010), are all factors causing musculoskeletal problems, which are often aggravated by the lack of special equipment (Engkvist et al., 2001).

Chemical agents/threats often found in hospital environments include formaldehyde (a colorless and flammable gas with a strong irritating odor, mainly used for maintenance of tissues), anesthetic gases (nitrous oxide), antiseptics and disinfectants, ethylene oxide (used to sterilize heat-sensitive material) and antineoplastic/cytostatic drugs (Alexopoulos, 2007). Depending on the type and concentration of a chemical agent, the frequency and duration of exposure, the work practices followed and individual sensitivity, chemical factors can be more or less dangerous to human health (Xelegati et. al., 2006; Ganon et. al., 1995). Health problems associated with chemical hazards include dermatitis from latex gloves (Kam et. al., 1997), irritations of the mucous membranes of the nose, mouth, eyes, edema or spasm of the larynx, obstructive bronchitis and occasionally pulmonary edema from formaldehyde vapors (Xelegati, et. al., 2006), mutation, chromosomal changes, carcinogenicities, teratogenicities and congenital malformations from antineoplastic drugs (Ahlborg & Hemminki, 1995).

Biological hazards are very serious in the nursing profession. Every year hundreds of health workers are exposed to dangerous viruses such as hepatitis (mainly B and C) and HIV, when injured by needles and sharp objects (Hosoglu et. al., 2008).

On a psychological and social level, nurses' changing work patterns/shifts (morning/evening/night) could cause disruptions in their family and social life and lead to all sorts of problems in their physical and emotional health; there have been reported problems such as high levels of stress, poor sleep quality, problems affecting cardiovascular (Hemingway & Marmot, 1999) and gastrointestinal systems (Korompeli & Sourtzi, 2010) and various sorts of psychological disorders, quite serious such as depression (Kivimaki et. al., 2003). Extended working hours in the nursing profession have also been associated with increased errors/accidents and various neuro-psychological deficits (Rogers et. al., 2004). Another problem which often arises among the nursing population, is the burnout syndrome, which has three dimensions: emotional exhaustion, depersonalization and lack of personal achievement. From the hospital’s management point of view, the burnout syndrome is very detrimental if not dealt properly, because it often leads to poor performance,
absenteeism, withdrawal from work, increased number of errors, poor quality of nursing services and low patient satisfaction (Piko, 1999).

In order to deal with all these hazards described here and taking into account all recent changes/developments in the nursing profession, nurses need to be properly trained, not only when they finish their studies, but also during the course of their working career (Coates & Ryan, 1996). The benefits of lifelong education/training to healthcare professionals are associated with the provision of up-to-date knowledge and skills, which will make it easier for them to cope with the multitude changes, new technologies and successive developments taking place in the health field (Theofanidis & Fountouki, 2006).

Most training programs on H&S usually have various inter-related aims: providing better understanding of various hazards in the hospital environment, promoting safety, improving application of protection measures required for each nursing task, reducing accidents and maintaining/improving the condition of nurses’ health (Velonakis & Sourtzi 2009). Training is a very effective tool when dealing with health hazards in the nursing profession, therefore, the research presented here has investigated, among other things, nurses’ training preferences.

1.1 Aim of the research

The research has been conducted in order to provide answers to the following questions:

- Q1: What are the main physical, chemical, biological and psychosocial risk factors/hazards, which nurses face within their work environment? How do they usually deal with these hazards?
- Q2: What are the main implications these hazards impose on the nurses’ general health?
- Q3: What are the nurses’ views/preferences with regards to training they need to receive, in order to address the H&S issues associated with their job?

With regards to Q1, the research has investigated the severity of various types of hazards such as: physical (e.g. noise, radiation, ultrasounds, temperature), chemical (latex gloves, antiseptics, antibiotics, anesthetic gases), biological (e.g. HIV, hepatitis, streptococcus) and psychosocial (e.g. stress, work pressure, psychological distress). It also identified the respondents’ reactions/ways of dealing to those hazards. With regards to Q2, the researchers focused on various types of health implications/problems nurses often face such as musculoskeletal problems, dermatitis, conjunctivitis, respiratory problems, work problems affecting family and social life. Finally, the researchers examined whether nurses would be willing to participate – and under what circumstances - in training on H&S issues related to their job responsibilities (Q3).
2. Methodology

This research is an overview of small-scale; there has been no intention of generalizing the results. On the contrary, it is a descriptive type of research, which was conducted with the intention to identify and analyze the current situation (hazards-implications-training) within a specific context: It was based on various nursing departments (e.g. ER, pathology, surgery, orthopedics, chemotherapy), which were parts of three Greek hospitals: the General Hospital of Patras "Aghios Andreas", the Pediatric Hospital "Karamandaneio" and the Special Hospital for Pulmonary Diseases "Aghios Loukas". The research sample was chosen with the method of deliberate sampling and it consisted of 213 nurses.

The research has followed a two-fold approach: a) quantitative and b) qualitative. This combination was decided on the grounds that there have been identified substantial benefits - apart from the obvious one of triangulation - from both types of research: Firstly, a quantitative research provides researchers with measurable tools and produces figures, which can lead to valid statistical analysis (Cohen et. al., 2000). On the other hand, a qualitative research is very effective at discovering the views of those involved in specific situations, their subjective interpretations and concerns (Bird et. al., 1999).

With regards to the quantitative part of the research, a questionnaire was used because it would allow researchers to: a) collect data within a short period of time - there were time constraints for research completion- and b) make use of past experience from similar studies/questionnaires, e.g. the questionnaire of the National Research Centre for the Working Environment in Copenhagen (COPSOQ, 2007), the Nordic Occupational Skin Questionnaire (NOSQ, 2002) and the Job description questionnaire of the vocational psychology research of University of Minnesota (MJDQ, 1980).

The questionnaire consisted of four parts: a) Part A, which explored the respondents’ demographic, personal and professional characteristics (e.g. age, sex, marital status, educational level, work experience etc.), b) Part B, which was relevant to the first research question (the risk factors/hazards nurses face within their work environment and how they deal with them), c) Part C, which corresponded to the second research question (the implications of exposure to risk factors) and d) Part D, which was linked to the third research question (nurses' training preferences on H&S). Depending on the issues examined, the questionnaire items were of two types: a) multiple choice questions and b) questions requiring answers in a five-point Likert scale from very negative to very positive (1: never, 2: rarely, 3: occasionally, 4: frequently, 5: very frequently). All questions were closed; this type of question is easier to codify and analyze, requires little time and is easier to provide objective information (Faulkner et. al., 1999). Participants can also respond to a larger number of closed questions than open ones, within a certain period of time. The questionnaire was finalized after a pilot survey (to a number of five nurses) in order to identify possible weaknesses/areas for improvement before its wider distribution. There were 250 questionnaires...
distributed, 226 were (anonymously) returned completed (return rate 90%), 213 questionnaires were valid. Data processing took place with the use of SPSS (ver.18).

Further to the questionnaires, ten structured interviews (qualitative research) were conducted; through the interaction between the interviewer and the interviewees, researchers can go deeper, ask probe questions and detect the respondents’ interests, values, preferences, attitudes and beliefs (Cohen et. al., 2000). The issues addressed were similar to those of the questionnaire, however, as expected, the respondents were given the opportunity to provide more information on the matters examined. The interviews were taken between April and May of 2012, therefore, they were conducted after the initial data processing of the questionnaires. As a result, they were more “focused” on several elements that had arisen during the quantitative part of the research.

3. Results

With regards to the first research question (main hazards identified/faced by nurses), the results have been summarized on Tables 1 to 4.

### Physical Hazards

<table>
<thead>
<tr>
<th>Physical Hazards</th>
<th>percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Noise</td>
<td>73.7</td>
</tr>
<tr>
<td>2. Lifting and moving patients and equipment</td>
<td>61.0</td>
</tr>
<tr>
<td>3. Poor ventilation</td>
<td>58.2</td>
</tr>
<tr>
<td>4. Extreme temperatures</td>
<td>35.2</td>
</tr>
<tr>
<td>5. Radiation</td>
<td>31.0</td>
</tr>
<tr>
<td>6. Ultrasounds</td>
<td>5.2</td>
</tr>
<tr>
<td>7. Vibrations</td>
<td>1.9</td>
</tr>
<tr>
<td>8. Laser rays</td>
<td>1.4</td>
</tr>
</tbody>
</table>

*Table 1: Physical hazards*

### Chemical Hazards

<table>
<thead>
<tr>
<th>Chemical Hazards</th>
<th>percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Latex gloves</td>
<td>89.2</td>
</tr>
<tr>
<td>2. Antiseptics</td>
<td>87.8</td>
</tr>
<tr>
<td>3. Antibiotics</td>
<td>55.9</td>
</tr>
<tr>
<td>4. Anesthetic gases</td>
<td>15.5</td>
</tr>
<tr>
<td>5. Formaldehyde</td>
<td>14.6</td>
</tr>
</tbody>
</table>

### Biological Hazards

<table>
<thead>
<tr>
<th>Biological Hazards</th>
<th>percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Hepatitis</td>
<td>94.8</td>
</tr>
<tr>
<td>2. HIV</td>
<td>71.8</td>
</tr>
<tr>
<td>3. Staphylococcus</td>
<td>70.4</td>
</tr>
<tr>
<td>4. Streptococcus</td>
<td>60.6</td>
</tr>
<tr>
<td>5.</td>
<td>31.9</td>
</tr>
</tbody>
</table>
Table 2: Chemical hazards

<table>
<thead>
<tr>
<th>Number</th>
<th>Chemical</th>
<th>Percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.</td>
<td>Antineoplastic</td>
<td>11.7</td>
</tr>
<tr>
<td>7.</td>
<td>Tobacco cautery</td>
<td>11.3</td>
</tr>
<tr>
<td>8.</td>
<td>Organic solvents</td>
<td>7.0</td>
</tr>
<tr>
<td>9.</td>
<td>Ethylene oxide</td>
<td>3.8</td>
</tr>
</tbody>
</table>

Table 3: Biological hazards

<table>
<thead>
<tr>
<th>Number</th>
<th>Biological Hazard</th>
<th>Percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.</td>
<td>Cytomegalovirus</td>
<td>11.7</td>
</tr>
<tr>
<td>6.</td>
<td>Measles virus</td>
<td>11.3</td>
</tr>
</tbody>
</table>

Table 4: Psychosocial hazards

<table>
<thead>
<tr>
<th>Psychosocial Hazards</th>
<th>Percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Stress due to increased workload.</td>
<td>83.1</td>
</tr>
<tr>
<td>2. Inability to cope with work responsibilities due to staff shortages.</td>
<td>77.5</td>
</tr>
<tr>
<td>3. Feeling pressured due to urgent medical events.</td>
<td>68.1</td>
</tr>
<tr>
<td>4. Psychological distress when dealing with patients with severe illnesses.</td>
<td>63.8</td>
</tr>
<tr>
<td>5. Stress when quick/urgent work decisions need to be taken.</td>
<td>54.0</td>
</tr>
</tbody>
</table>

With regards to how nurses deal with the various types of hazards identified in their work environment, the results have been presented on Table 5.

Table 5: Dealing with hazards within work environment

<table>
<thead>
<tr>
<th>Ways to deal with hazards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training</td>
</tr>
<tr>
<td>I employ personal protection measures.</td>
</tr>
<tr>
<td>There is a good working climate among my colleagues within our unit.</td>
</tr>
<tr>
<td>I seek/accept help from colleagues.</td>
</tr>
<tr>
<td>The hospital unit I belong provides us with all necessary protective equipment (gloves, glasses, protective uniforms etc.).</td>
</tr>
<tr>
<td>There is a committee of H&amp;S within our unit, which provides help.</td>
</tr>
</tbody>
</table>

As expected, being within an environment containing various types of health hazards, will have an effect on the general health and well being of those working
under these circumstances. The research showed that 83.6% of all respondents (178 out of 213 nurses) have encountered health problems which they attributed to their work environment. They identified various types of health problems. The results appear on Tables 6-8.

As shown on Table 6, dermatitis seemed to be the most common work-related problem; 7 out of 10 interviewed nurses also said that they had suffered in the past from dermatitis, attributing it to the latex gloves and the antiseptics they use.

<table>
<thead>
<tr>
<th>General problems</th>
<th>health percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Dermatitis</td>
<td>67.1</td>
</tr>
<tr>
<td>2. Respiratory problems</td>
<td>43.2</td>
</tr>
<tr>
<td>3. Urticaria</td>
<td>40.4</td>
</tr>
<tr>
<td>4. Conjunctivitis</td>
<td>26.8</td>
</tr>
<tr>
<td>5. Nausea</td>
<td>22.1</td>
</tr>
<tr>
<td>6. Diarrhea</td>
<td>16.4</td>
</tr>
</tbody>
</table>

*Table 6: General health problems*

<table>
<thead>
<tr>
<th>Musculoskeletal disorders</th>
<th>percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Backache</td>
<td>65.7</td>
</tr>
<tr>
<td>2. Neck pain</td>
<td>55.4</td>
</tr>
<tr>
<td>3. Leg pain</td>
<td>54.5</td>
</tr>
<tr>
<td>4. Pain in hands</td>
<td>45.5</td>
</tr>
<tr>
<td>5. None of the above</td>
<td>3.8</td>
</tr>
</tbody>
</table>

*Table 7: Musculoskeletal disorders*

<table>
<thead>
<tr>
<th>Work-related situations affecting the well-being</th>
</tr>
</thead>
<tbody>
<tr>
<td>Repetitive lifting, pushing, pulling or bending.</td>
</tr>
<tr>
<td>Mental fatigue.</td>
</tr>
<tr>
<td>Interference with family and social life</td>
</tr>
<tr>
<td>Problematic sleep.</td>
</tr>
<tr>
<td>Stomach pains/problems.</td>
</tr>
<tr>
<td>Punctured by a sharp object.</td>
</tr>
<tr>
<td>Various musculoskeletal problems.</td>
</tr>
</tbody>
</table>

*Table 8: Work-related situations affecting the well-being of respondents within the last year*

The majority of the respondents (166 out of 213, 77.9%) did not consider themselves sufficiently trained on H&S. Therefore, 207 out of 213 nurses (97.2%) were willing to attend H&S training programs. With regards to the content of such programs the type and the frequency of training, their preferences appear on Tables 9-11.
4. Discussion

Most nurses recognize a wide variety of risk factors with which they have contact in their work environment. The various health (work-related) problems facing nurses did not proved to be different in different hospital departments. Risk factors were often attributed to the nature of the job. For example, musculoskeletal disorders were attributed to repetitive lifting/pushing of patients. One interviewee who had been injured in the back mentioned: “my injury was due to my carelessness as well as the specific conditions under which it happened ... I had to deal with a critically
injured young person ... there was tension, I did some quick movements, the atmosphere was tense...". Dermatitis was attributed to the continuous use of gloves. Feelings of not being able to obtain a healthy work-life balance could be linked to the fact that most nurses have changing work schedules, each week, which could lead to various psychosomatic problems: "... many times when I return home and I have planned to do housework, I postpone everything... I do not want to hear a word!...", "there was a time when I experienced a lot of stress...", "...I was irritable, wasn’t eating properly... had poor metabolism", "it all disrupted my biological clock...". Some nurses also reported feelings of emotional fatigue and psychological distress: "I look after patients with various types of malignancies, ... they are very close to death,..., an extremely difficult group of patients,..., there is a lot of psychological damage, insecurity and stress".

Another important aspect which arose, was the fact that problems in the way work was organised (e.g. increased workload, staff shortages) had a negative effect on nurses’ well-being: "I get one day off per week,..., I do two night shifts per week,..., there are 2 nurses for 40 patients...". In 2009, a survey conducted in a Greek public hospital showed that work pressure and staff shortages were associated with workers’ burnout (Karanikola et. al., 2009). There were also various descriptions of stressful situations under which nurses perform their duties. Some interviewees pointed out that at peak times workload seemed not to be handled properly: "we have problems with the safety of patients and nurses...", "there is tension, anger and frustration from the flow of events...", "collaboration with colleagues can become problematic...".

With regards to the way nurses deal with health risks/factors, the majority of the respondents applied individual protection measures, "...all patients are always treated as being infectious, ... I always wear gloves, mask ...". However, in several cases, there were reports of insufficient medical supplies for their unit. Many nurses also acknowledged the fact that work problems and H&S hazards can be dealt effectively if there is a good morale/spirit within their work team and if they cooperate and ask for help when needed.

If there are any gaps regarding the way nurses apply personal protection measures, the specialized knowledge and skills required, could be provided during several educational H&S programs. This is where the third research question came into place. Many nurses linked their participation in training programs with the expectation of knowledge gains when dealing with occupational risk. This is probably the reason why they seemed to be very willing to participate in such programs (97.2%). With regards to their training preferences, the interviews with the nurses showed two important factors: a) that training should take place “at work ... where there would be exchange of experiences and provision of practical tools and practices for protection against occupational risk factors”, and b) that there should be “incentives provided to employees who wish to participate in training seminars ... ".
5. **Conclusion**

Nurses are daily exposed to various types of H&S risk factors/hazards: physical, biological, chemical and psychosocial. The recognition/understanding of these factors, their implications on nurses’ health and well-being, as well as the need to find effective ways of dealing with risk factors within health care units are essential parts in providing a healthy and, if possible, risk free environment, for both health workers and patients. The fact that most nurses acknowledge their knowledge/skills gaps on health risks/hazards and are willing to participate in specialized training programs on regular basis, shows that there is substantial scope for improvement on H&S in hospital units.

**References**


The dissertation as an educational tool of professional development

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The aim of this study is to investigate the role of dissertations as an educational tool of professional development in both undergraduate and postgraduate studies. Our study is based on a series of semi-structured interviews with students who reported their experience of the assignment, writing and supervision of their dissertations.

The results of the study refer to the necessary procedures of writing a dissertation which could be used for the vocational development of students, while at the same time it points out the need for specific help from the teachers.

1. Introduction

In most of the institutions of higher education in Greece, and particularly in the case of technical education, a dissertation is necessary along with an internship, in order to obtain a degree.

Considering that studies in Technological Educational Institutions are more applied as well as professionally oriented, the objective of this paper is to investigate the role of the dissertation and to assess its effects, both positive and negative, in the workplace, especially in regards to job searching.

Our study is based on a series of semi-structured interviews with 1 student and 1 graduate who reported their experience with the assignment, writing and supervision of their dissertations, and 1 employer who offered his assessment of the value and recognition of a graduate’s dissertation in the workplace.

2. The Dissertation and the Vocational Development

"The dissertation offered me absolutely nothing" was the first response we received from one student, actually at the 9th semester in the field of mechanical engineering.

“I chose the subject of my thesis just because it was easy, and my supervisor because I knew he gives good grades to everyone. Now ... as far as the value of my dissertation in the job market is concerned... I don’t know what to say ... I will probably be unemployed anyway! At least it didn’t tire me! ”[1].
According to studies conducted to evaluate the "effectiveness" of internships, the latter is limited [2] and views coincide with the opinion of the student above.

Although in most programs the curriculum states that "the completion of a dissertation, is a key factor for the future professional development of the student" [3], no formal text refers specifically to how a thesis could be connected to the professional development of the student, much less to aid them in entering the job market.

Considering on the other hand that completing a dissertation can also document the student’s ability of synthetic and creative thinking, his ability to express himself and to investigate a subject in depth, we sought the opinion of the employer side.

"It’s important to find someone who has prepared a thesis on a subject close to my business activities. It means that he was interested in it, that he can express himself adequately, and that he can work independently.

For me it is important if someone is able to write 100-150 pages! Despite the quality of his work, to me it says that he can manage a task, from beginning to end.

Now, regarding the final note and the supervisor ... I don’t care about the note!! If I happen to know the supervisor of the thesis however, then ..., well, I'm more positive in hiring a person "[4].

"I enjoyed a lot writing my dissertation. Even though no one helped me, I learned a lot about my subject through my research!

I believe that the thesis should be prepared along with the internship. This way it would be more useful professionally.

Why have an internship and a dissertation in different fields ... it makes no sense..

Until today, wherever I have shown my dissertation, while seeking work, nobody gave it any importance! They ask me if I have professional experience! The thesis does not count ... " [5], says a graduate of the electrician-electronic sector.

3. **Conversation**

Although our approach of the subject was quite limited, we believe that it offered us the possibility to generate new questions to be investigated.

- The topic of the dissertation should be large enough and connected to the student’s prospective workplace

- The supervisor should be accomplished not only as a scientist but rather well known in as a professional

- Each dissertation, at least as far as the technological sector of higher education is concerned; should be applied and directly linked to the job market

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[1] Student, 24 years old, department of Mechanical Engineering Educators. The interview took place on 23/05/2014


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[4] Small Traders 55 years old. The interview took place on 31/07/2014

[5] Bsc of Department of Electrical and Electronic Engineering Educators, 44 years old. The interview took place on 05/08/2014
Poetry and creative writing against Bullying: Exploring the voices of victims

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This paper examines the potential of poetry and creative writing in various websites as a means of personal expression and empowerment. It is a pilot study, on blogs, sites etc that allow victims of bullying to express personal feelings, thoughts or their traumatic experiences in a creative or artistic/poetic way. For this purpose we used the method of content analysis, in the framework of the theory creative writing and poetry therapy. The poetic imagination and the creative writing process, opens up a new arena for self-expression, and self-help, while limiting the negative consequences of bullying.

1. Introduction

This paper is an attempt to explore the role of poetry and creative writing in addressing school bullying. Firstly, are examined and determined the meaning and forms of bullying but also its effects on physical and mental health of children. The systematic study of bullying has shown that this is not just a social phenomenon, but a serious social problem that occurs in various social spheres.

Bullying is associated with the appearance of several psychological and social problems, both on victims and victimizers, but also on those have been witnesses to incidents or bullying behaviors. The victims often develop avoidance behavior, spending time and energy that could be invested in creative and learning processes. But also the bullies face the risk of early dropouts at school, while developing problems and learning difficulties. Even the witnesses of violent attacks develop psychosomatic problems, loss of their sense of security [1]. In other words, bullying is becoming a chronic and constant problem for the school community, the cost of which is borne to varying degrees by all of its members.

The poetry and creative writing themselves constitute forms of therapy, act as forms of self-help and many people have realized their therapeutic value. On the other hand, has been developed and there is therapy through poetry (poetry therapy) and creative writing as forms of counseling and therapeutic intervention. This paper,
starting with healing through poetry, focuses on the use of poetry and creative writing as a form of self-help for victims of bullying.

On the internet have been created special websites dedicated to poetry as a form of self-help, providing reading material, but also allowing for expression to those in need for support. Even self-help websites can detect one with the subject of poetry and other forms of creative writing for teens and children, or specifically to address bullying through the poetic process and expression.

2. Bullying: definition, types, consequences

The bullying is a form of aggressive behavior, as a phenomenon that occurs quite often and at high rates. According to Dan Olweus [2] presents a constant repetition that the victim receives several times attacks by the bully, while in terms of physical and body characteristics the victims are weaker. The bullying has been defined as "a systematic abuse of power" [3].

The research on bullying starts in the Nordic countries, in school children, while the term originally used was mobbing to describe this phenomenon [3].

Also it is characterized by intentionality and inability of the victim to defend himself. In this sense, bullying is a general phenomenon that occurs also in other social circles [4] not only in school, such as at work (workplace bullying) [5], among patients in hospitals, in prisons among prisoners [6], in the family, institutions, etc.

Bullying also can according to [7], as a phenomenon may not be limited to the age stage of children and adolescents or to certain social areas, but extends broadly to all phases of human development, in various forms of relationship but also in various social environments. In this sense it is a universal phenomenon, occurring in the field of social and interpersonal relations in all social environments. Also, there are factors such as the role of the family [8] and ignorance of the family [9], contributing to the onset and its treatment has not yet been adequately studied.

Bullying can take many forms, some of which have been recorded in the literature and are the following: verbal abuse, physical violence or destruction of property of the victim. The last 25 years was investigated the social and relational bullying at the level of relations, especially the social exclusion, which aimed at the destruction of social relations [10], as well as the indirect bullying through spread of rumors with a view to social exclusion of the victim [11]. Many and severe are the consequences of school bullying, some of which are the isolation, psychosomatic symptoms, social dysfunction and depression onset which in some extreme cases can lead even to suicide [12]. Even to these could add someone the high rate of absenteeism from school or the early discontinuation, in other words the educational exclusion (educational exclusion) [13].

Several programs and efforts have been devoted to address and prevent bullying in education, and the information and training for teachers and parents. Nevertheless, bullying remains a serious social problem, whose dimensions and consequences
have not been investigated to their fullest extent. Also, enough discussion and questions and doubts have been raised about the effectiveness of the interventions.

3. Treatment through Poetry and Creative Writing in Addressing Bullying.

The therapy through poetry constitutes a recognized form of therapeutic intervention [14]. It helps to explore and express the genuine feelings and thoughts, the communication with yourself and others.

The therapy through poetry, uses poetry to facilitate personal growth and treatment [15]. Apart from poetry and are used also other literary genres, such as fairytale, myth, essay etc. Two main theoretical approaches to the use of poetry: the poetry reading and writing of poems, are utilized in the field of intervention. Poetry facilitates access to the unconscious experience and understanding of the primary process [16].

Individuals facing bullying, are experiencing fear and humiliation, so they often seek to escape from the school environment or the inner prison. The problems caused by bullying come mainly from the alienating experience of isolation and the rejection from others. Victims of bullying experience rejection. The poetry in this case establishes a form of self-expression, helps in the treatment of pain, increases the forces of resistance, supports the process of adaptation and reduces the painful feeling of loneliness [17].

According to Jack Leedy [18], poetry as a form of therapeutic experience can contribute to the improvement of self-esteem, the pursuit of self-knowledge and the development of healthier interpersonal relationships [19]. Poetry encourages the participation of children in the process of change, initially at imaginary level and then at the level of actual experience [20].

The uses of creative writing in the field of counseling and therapy are many, while the first approaches developed were psychodynamic. Subsequently was formed the perception that creative writing is a form of expressive art that contributes to the creative human development and in general in maintaining health [21]. In the context of creative writing are displayed a range of practices such as keeping diary, journaling and the therapeutic letter.

Creative writing can contribute to address bullying in conjunction with other psychosocial interventions. The act of writing reveals the personal voice of persons who have suffered bullying or have witnessed relevant episodes in the school setting. The process of writing fosters skills to deal with bullying, constitutes a form of resistance against violence and a path to seek help [22].

Creative writing is used in the form of individual and group intervention. It functions as a mechanism for emotional relief whilst facilitates the expression of unconscious destructive impulses. The poetic expression enhances the process of sublimation, i.e. the transformation of destructiveness in mental energy invested in healthy artistic activities, which may take the form of individual or collaborative poetry writing [23].
Creative writing is a vehicle for expressing feelings, often transmutes into a distress signal that its disclosure and publication may lead to a collective intervention or prevention of bullying [24].

4. Exploring the voices of victims in web

The poetry and creative writing are used spontaneously as a mechanism of expression, thought, abstraction of aesthetic satisfaction, and emotional discharge. For poetry have been given several definitions, as it is an art form, perhaps the oldest, which is able to be determined as the form that has the ability to capture the essence of thought, emotions and reality. It is the distillate of personal and collective experience [25].

Exploring the Internet one can find a variety of websites and blogs that give space for victims of bullying to express themselves, through poems or texts, excerpts from diaries, etc.

Also, poetic competitions are organized in the context of campaigns to combat bullying, which can involve children and adolescents. Usually poems are written and published by victims of bullying and by people who have witnessed incidents of bullying at school. It is worth noting that children who have witnessed acts of intimidation, exhibit psychosomatic problems.

In the poems are expressed feelings, and often is developed an imaginary dialogue with the abuser to whom they are addressed the questions, the thoughts or often the anger for the wanton attacks accepted, the pain and the traumas. A consistent pattern of expression are questions which are addressed by the victims and seek to learn the reason for the attack. In the poems, but also their titles, are recorded almost all forms of bullying, but also episodes, dramatic scenes of violence or acts in a sequence to the reactions of the victim.

In the following excerpt is shown for reference a child's poem entitled Bullying Hurts, and has a strong psychological - psychographic content.

**Bullying Hurts**

*You make me shout and always cry.*

*Why won’t you please just tell me why.*

*You always think you’re really cool.*

*Don’t you know, you’re just a fool.*

*I know that you are jealous of me.*

*I wish that you’d just leave me be.*

*Never before have I felt such pain.*

*I wonder if it’s your middle name.*

(By Sarah McArdle, Year 4 Ranvilles Junior School,)
Sometimes is discerned a desire for revenge or retribution, even unfamiliar descriptions or performance characteristics to the perpetrator perceived as the personification of hate.

You are the hater
You are the hater who says I am fat
You are the hater who knocks off my hat
You are the hater who laughs at my spots
You are the hater who causes me grief.

(Poem excerpt from the website: http://www.stampoutbullying.co.uk/things_by_you/poems)

In other categories of poems is expressed the inability of the victims and the sense of helplessness, i.e., that they cannot handle the problem, as well as the despair in the face of constantly recurring attacks of bullies. The poetry in this case is a form of self-help or protest against the absurd violence and aggression.

The poem represents a communicative act, a letter addressed to all, a letter with a view to share thoughts, feelings, imaginings, etc. and helps to endure pain. Also, an act to support or seeking solidarity among the victims.

It is worth noting that this material is quite rich and untapped yet in the investigation of the phenomenon of school bullying, while it has also barely being exploited to interventions to address and prevent it. The internet and the anonymity it is offered, the distance from any possible real risk or threat, increases the self-disclosure.

The stress that occurs after psycho traumatic experiences or events often is involved for displaying psychosomatic problems. The self-disclosure of emotions helps us to understand the course of the symptoms onset or the organizing process of pathological processes [26]. As a general principle shall apply that people expressing their feelings have been significantly able to improve their mental health or physical problems that arise as a result of traumatic experiences [27].

5. Conclusion

The therapy through poetry and creative writing constitutes methodological tools for the treatment and prevention of school bullying, the mobilization of the school community, critical reflection and self-awareness. On the other hand, poetry and creative writing are forms of self-help, emotional refuge, forms of resistance to violence and mechanisms halting the destructiveness in the field of interpersonal relations.

The painful consequences of bullying are the isolation and destruction of social relations of children and adolescents, leading to social and educational exclusion. Within this humanitarian perspective bullying is substantiated as a social problem
rather than just interpersonal, due to the dimensions it has taken and the fact that it occurs in all social areas.

The study of poetic expression and the creative writing of victims and witnesses of bullying incidents, is a new field of study that opens up and reveals the voices of victims and witnesses on the internet. The study of this poetic activity, may contribute in the treatment and prevention of bullying, but also to a better understanding of the problem, its consequences and its effects on mental and physical health of victims. The investigation of expression and emotional self-disclosure of victims, through writing poems and of the traumatic experience is particularly valuable for understanding the intrapsychic processes and self-help mechanisms. The authenticity of voice, of those who have suffered bullying constitutes a starting point for action and intervention at the community level, but also in other social spaces.

References


School Art therapy and the use of Computers Technology

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1. Introduction

School art counseling and therapy tends to be established in the Western world as a particular form of application of art therapy in the school setting. Visual arts and other art forms constitute, to a greater or lesser extent part of the educational activity and the curriculum in school. For this reason interest is shown on the part of education, i.e. teachers, parents and other education staff to create programs and counseling intervention services through art in order to address emotional difficulties, behavioral problems of students etc. but also to empower teachers in their education and teaching practice and parents to fulfill their role.

For their part, the therapists and their corresponding scientific associations face with great interest the extension of the limits of assistance to the school environment, the challenge and the difficulties involved in the application of art therapy in learning environments [1]. Since in practice it constitutes a novel effort, methodological and ethical issues often arise from the application of art therapy in the school setting, which therapists and teachers have not faced in the past and must resolve [2].

In the context of this work is proposed to promote and enhance the implementation of the artistic counseling in education, using new technologies. The technological and scientific developments in the processing of sound, image and electronic design media create a basis for their utilization in designing counseling interventions. Computer programs innovative applications in this field of psychotherapy are already beginning to grow at a slow rate and to be used respectively.

By exploiting the -so far- theoretical, methodological and technological applications, this work forms a theoretical proposal for the implementation of school art counseling with the use of new technologies.

2. School art therapy: Principles and applications

The history of the application of art therapy and counseling is directly related to that of art education, but also psychiatry. Margaret Naumburg, psychologist, teacher and artist, is considered the mother of art therapy in America. Naumburg discovered the therapeutic potential of art during the 1930s, teaching art to children with behavioral
problems in the innovative Walden School she founded with her sister Florence Cane, which was a famous artist [3]. According to Edith Kramer the art therapy and art treatment have many common functions and overlaps [4]. However there are also differences between them: the art treatment is focused on the aesthetic result while art therapy on the process, however there is no general agreement on this finding.

S. McNiff [5] notes that the proliferation and expansion of the capabilities of art therapy was associated initially with the rehabilitation of capabilities for personal expression of children and the relief of the therapeutic communication. Art opens another channel for communication within the therapeutic relationship, exploits and involves all the senses, providing stimuli for the creation of stories and their dramatization. The art therapy contributed to the promotion of creative and expressive activities in the field of psychotherapy for children. According to this approach, the act of treatment became synonymous with the creation of images, the creative activities and playing.

Pilot programs implementing art therapy are applied consistently since the 1970s in the USA, in public schools, in special education to address emotional difficulties and behavioral problems, to facilitate their participation in the consultation process and their social-emotional development [6].

Nowadays, school art counseling and therapy harmonizes and fully complies with the principles, the philosophy and the objectives of the American model of school counseling, however there are formulated questions about the necessity of investigating its effectiveness because of the absence of sufficient scientific research and documentation [7].

The school counseling through art is used to treat a variety of serious and emotional disorders [8], behavioral problems [9], learning difficulties [10]. Scientific papers demonstrate the effectiveness of art intervention even in children with psychotic disorders (psychotic child) [11]. Children who participated in art therapy and counseling showed improvement in their school performance [12], in the development of social skills and their relationships with peers [13], cultivated their expressive and creative abilities, and were helped in the acquisition of self-knowledge and insight, while they achieved improved mood [14].

Art counseling can be combined with aesthetic education interventions to address specific problems such as bullying [15]. It constitutes a valuable shelter for children who are victims of parental violence and have severe mental traumas [16]. It even serves to implement counseling programs for anger management, through the use of visual symbols and visual metaphors [17].

Traumatic events and experiences that occur within the community, especially after disasters, or war situations [18] are treated with counseling interventions provided within the school, and include art/visual and creative activities. Usually these interventions cover the gap in services under emergency conditions, since structures and services are disrupted or underperforming in these cases [19].
The use of art counseling to address the complex emotional problems facing refugee children has demonstrated positive results [20]. Even teachers, but also the parents of the children are often participating in these programs [21].

At the methodological level, counseling can take a number of forms: individual, group [22] and as a form of Community intervention. Generally it tends to be regarded as successful the application of counseling in schools, both in response to, but often also to prevent problems [23] and the promotion of health, wellness and quality of children life.

3. The advantages of art counseling

There are many advantages of the application of art therapy and counseling in the school setting, both for pupils and for teachers, parents and the school in general.

The artistic process can be a playful activity that helps the child to come into contact with the primary processes, to regress within the framework of the advisory relationship [24], to investigate the origin of behavioral patterns and his relationship with his parents [25]. Positive interaction patterns are enhanced, the adaptation to the school and the family is improved.

The therapeutic relationship helps the child understand himself and the standards relating to the environment while the contact with the art material opens up new ways for communication within and outside the therapeutic context. In this perspective alone dealing with the art can be a liberating and therapeutic experience [26].

It fosters communication skills, problem and interpersonal conflicts solving in a constructive way. It helps prevent dropping out of school, improve performance and increase the connection with social and learning processes in the school setting [27]. The use of art activities and interventions positively affects the school and the classroom, improves the school atmosphere, strengthens the bonds between members of the school community and reduces behavior problems. It increases cooperation and has indirectly a beneficial effect on the quality of the educational process [28]. It contributes to the development of cooperation between teachers, students and parents, improving the operation of the school community [29].

4. The Digital Studio at school: the use of new technologies in school counseling through art.

The integration of new technologies in counseling through art was based on trying to gain access to the treatment of people facing problems or difficulties. Later, it was used to assist in the consultation process itself [30].

The use of new technologies in the context of school counseling through art is applied to all phases of the organization and implementation of intervention: a) in the initial diagnostic assessment, b) in the implementation phase of the intervention in individual or group sessions, and c) in the follow-up stage, after completion of the intervention program.
During the initial phase of the diagnostic assessment, computer programs are used to configure the initial diagnostic assessment by the therapist. S. Kim, J. Bae and Y. Lee [31] developed a computer system that assesses the use of color in the consulting projects, the number of colors, their extent on the surface etc.

This system can reduce the time of project evaluation while it gives an objective assessment of how the colors are used by consulting. Systems for the interpretation and analysis of structured mandala have also been created, a technique widely used in Art counseling [32], or systems that analyze the shapes, the colors, the designs etc. [33].

However, significant criticism and reservations has been raised that art therapy and counseling should focus on the use of qualitative methods and avoid the utilization of objective measurements using computers due to the risk of spoilage. On the other hand, proponents of objective diagnostic systems believe that their use promotes research and improves the intervention process itself [34].

The use of new technologies during individual or group sessions, can help in the organization and implementation of art activities, the creation of images, animation, or their processing by the consultant. While using computer programs for the creation of drawings and pictures, the use and application of other audiovisual media is possible, such as the use of sound and music. The use of computers also introduces new forms of art, the electronic arts (video, digital photography, etc.), which differ from traditional forms of artistic work [35]. Many complex and inter-artistic activities can be carried out, with the additional use of music, photography, such as the creation of stories that are illustrated, including photos, videos, or contain narration and music [36].

The use of multiple means of expression extends the limits of counseling intervention, increases the participation of group members in the art activity and the counseling process, reinforces the positive interaction between the group members and thus maximizes the effects of intervention.

The use of complementary means of expression facilitates the engagement of difficult consultants that do not show progress or improvement, express aggressive behavior or show little interest in participating in a counseling group. In this case acts as a form of motivation and thus facilitates the change. Alongside are other benefits also recorded, such as the increase of aesthetic satisfaction, the enrichment of capabilities for expression, the release of members of the internal and external obstacles as to their expression.

Special applications and modifications of computer programs enable the application of respective counseling programs through art into structures and special education schools (people with physical disabilities), although in some cases the simple use of computational design programs implemented in schools of the general education is also possible.
During the follow-up phase is possible to use computer programs with art and creative activities to monitor and evaluate the progress of the subjects after completion of the intervention. The artworks can be compared and assessed respectively by the consultant, in order to examine the robustness of the results of counseling intervention or the need for re-participation in counseling or the referral of pupils to other services if new and more complex problems have occurred.

The use of new technologies has many advantages such as the storage of the sessions' material, the logging of activities and their utilization by the therapist and the consultant within the sessions to review the progress of the members, but also to the supervision.

Furthermore, the possibilities offered by computers and the creative software can be exploited in designing counseling interventions for parents and teachers for their support in their role, in experiential workshops, on actions aimed at the whole school community in context of awareness, strengthening the bonds of the school community.

5. Moral - ethical issues

The ethical issues that arise and are described in this section can be divided into two categories. Issues arising from the application of art therapy in the school setting and are designed to amend the application methodology of art therapy or operation of the school environment. The second category of issues arises from the use of new technologies in the exercise and practice of art therapy in school.

In the literature, it is noted that consultants and supervisors are not familiar but also neither appropriately trained on the application of counseling through art at school, neither have any degree in education sciences [37]. Also, there are no programs of specialization in school art therapy and counseling.

Moreover, Dafna Moriya [38] identifies a number of ethical and methodological problems which result from the application of art therapy in the school such as by whom the process of referral is carried out and by what procedures it is performed, if parental and child consent is necessary, since they may refuse to participate in a counseling intervention program. Important ethical issues are raised regarding the safeguarding of privacy and confidentiality of information concerning the child and the problems that arise. Often teachers or the school principle tend to function as parents and want to share information about the child's participation in the consultation process, and counselors must safeguard against possible harmful exposure. In this case, the principle of confidentiality can be breached only where there is a risk to the safety of the child or to another person because of the child's behavior [39]. The consultant is responsible and not only protects the child but also others who might suffer serious injury or threat of the child or adolescent [40].

Furthermore, an important issue is the responsibility of keeping a file to store information about the course of consultings, a particularly difficult requirement to be observed in the school setting.
Another important issue is ensuring adequate space for the sessions, which will be quiet but also will provide discreet access for the children.

Another category of issues arises from the use of computers. The use of new technologies in counseling through art comes in response to the cultural climate of the time, however it causes significant problems in terms of ethics [41]. The lack of therapists’ skills but also the prejudices about the potential of computer programs to support the Consultative practice, as well as the lack of training in the use of computer programs is a major source of problems or emergence of ethical dilemmas [42]. On the other hand, difficulties in using computers or prejudices about their value may come from the side of consultants [43].

In the above problems some add the lack of tactile qualities, the touch and the direct relationship with traditional materials being absent, while the risk of improper computer use can lead to isolation or leakage of personal information, exposing the personal problems of consultings [44].

6. Conclusion

Art school counseling is a promising field of application that has begun to grow slowly, especially in the last three decades. Although schools are appropriate areas for the integration of art treatment and counseling, its use has only been attempted to a small extent. The use of new technologies in school counseling through art maximizes the possibilities of intervention, increases the share of consulting. The benefits are numerous for the pupils, the teachers and the school, the family and the quality of education.

The connection points between counseling and education are plenty, so many that one embraces functions of the other, a factor that also applies to the use of visual arts.

The implementation of art counseling in education marks a change in the perceptions about the intervention possibilities and limits while the use of computer programs promotes new forms of service provision, as well as new forms of art, the electronic arts, alongside the traditional.

The use of new technologies in the exercise of school art therapy, maximizes the potential of the therapeutic intervention, facilitates the therapist in the exercise and the option of technical intervention. On the other hand it contributes to better supervision of the project, provides opportunities for therapists' training, and facilitates the access of pupils in counseling services.

The integration process of art therapy in education requires reciprocal changes and adjustments for better service provision. However, there are many methodological and ethical problems that arise due to the lack of experience and training of consultants both on science of treatment but also the use of computer systems, which operate as inhibitors.
Another important source of difficulties lies in the lack of specialized training programs for therapists in school art therapy, although internationally is recognized as a particular area of exercising counseling and therapeutic procedure. The American company of art therapy recognizes this deficiency and highlights the need for training therapists in Educational Sciences or to educate them.

References


