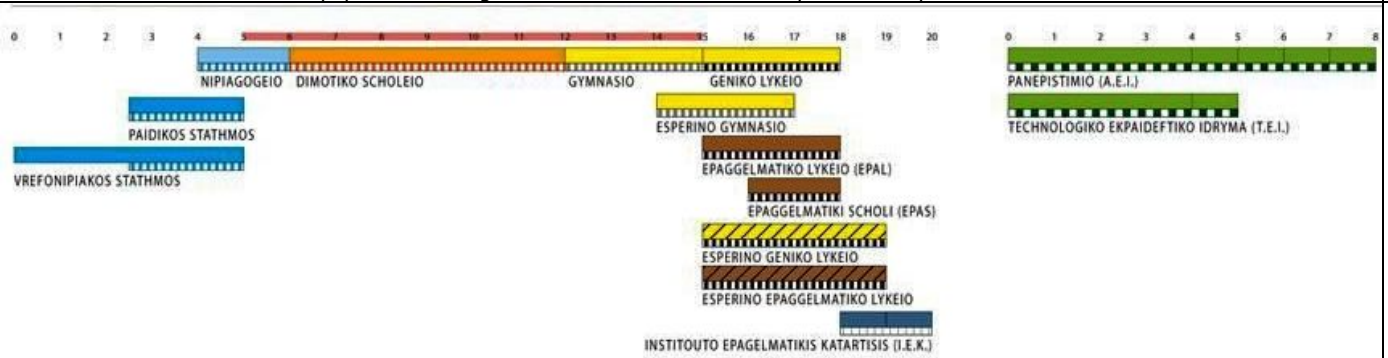
MEDIA EDUCATION WITHIN FORMAL EDUCATIONAL SYSTEM	**Country profile GREECE**		Resources; other usable datas
Context – educational system	Overview	The Greek education system is governed by national laws and legislative acts (decrees, ministerial decisions). The general responsibility for education lies with the Ministry of Education and Religious Affairs. The Child and Infant Centres are under the auspices of the Municipal Authorities. The administration of primary and secondary education is conducted hierarchically by: the Ministry of Education and Religious Affairs; the Regional Education Directorates; the Directorates of Education (Prefecture); and the School.	https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php?title=Countries
	Primary and lower secondary education	Pre-primary education in Greece begins at the age of 4 when children are allowed to enrol in Nipiagogeia (pre-primary schools). Attendance in them is compulsory for all 5 year old children. The operation of Nipiagogeia falls under the authority of the Ministry of Education and Religious Affairs. The next stage comprises the compulsory attendance of primary school which belongs to primary education and lasts for 6 years. The 3 year attendance in Gymnasio (lower secondary education) constitutes the last period of compulsory education and is a prerequisite for enrolling and attending general or vocational upper secondary schools. In parallel with day Gymnasio operate Evening Schools (Esperino Gymnasio) in which attendance starts at the age of 14.	
	Upper secondary education	The second tier of secondary education lasts also for 3 years, constitutes the non-compulsory upper secondary education and comprises general secondary education (including Geniko Lykeio/General Lyceum) and vocational secondary education (including Epaggelmatiko Lykeio/Vocational Lykeio and Epaggelmatiki Scholi/Vocational School). In General and Vocational Lykeio pupils enrol at the age of 15 while in Vocational School at the age of 16. Parallel to day General and Vocational Lykeia operate evening schools with the same conditions concerning pupils' age for admission. Their timetable allows pupils to be in regular full time attendance and acquire work experience at the same time.	
	Structure of the national education system 2012/13		https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php?title=Countries
Media literacy in the curriculum	ML education in top level curriculum	Media Literacy is integrated in the Greek national curriculum in two ways: a) cross-curricular and b) as an optional module, under Visual Arts Education. As cross-curricular: Environmental Studies, Civic Studies/Citizenship, Health Education, Social & Civic Studies, Politics & Law. It is used in Pre-school education (part of Primary Educational system in Greece), then in Primary education, Middle and High education (Lyceum). As an optional (non-compulsory) module: In Visual Arts Zone, under the title «Audiovisual Expression». The Visual Arts Zone consists of 5 strands: Music, Visual Arts, Drama, Dancing - Movement and Audiovisual Expression. The Optional module "Audiovisual Expression" can be chosen among other topics (under Visual Arts Zone, in both Primary & Middle Education). Visual Arts Zone is taught 2 hours per week in both levels, however it is not binding to teach Audiovisual Expression. Once chosen, the topic has to be taught, for at least 2 months duration in the classroom.	http://digitalschool.minedu.gov.gr/info/newps.php, http://dschool.edu.gr/ (*under construction*)
	resources	Informatons from national expert, Irene Andriopoulou_ http://gr.linkedin.com/pub/irene-andriopoulou/4a/74a/3a1	
	Media literacy in education from a historical wiew		
	Media literacy in	Media education is not yet part of the curriculum in Greece, there is not a discrete subject for media literacy	Media Literacy Education in the

	recent wiew	education. In Greece, both in primary and lower secondary schools some core skills and learning outcomes are stated in The Studies of Environment and in Citizenship Education in primary schools such as, "Students will develop a critical attitude towards mass media" (Environmental studies, Second Grade) and "be able to adopt a critical attitude towards traditional media (television, radio, the press); to come in contact with new information and communication technologies (ICT) (the web, cable television, etc); to consider their effects on human life (Citizenship Education, Fourth Grade). Media literacy education does not include media production but mostly understanding media tools and symbols. Neither a unit nor a single learning outcome about film studies, multimedia and digital games are stated in the national curriculum of Greece. In addition, specialist courses such as Media Studies, Film Studies and Moving Image Arts are not available in primary or secondary level but possible at higher education for students who want to be media professionals. In the national curriculum of Greece general tendency is to convey the messages about media but not to create media messages. For example, the learning outcome (Studies of Environment, First Grade) "Determine basic media. Investigate their TV-watching habits (time- duration, types and quality of broadcasting - programs of preference)" is not for developing students' critical thinking skills for media. There are also some learning outcomes based on developing critical thinking skills such as "think critically when using old and new technology media (TV, radio, press, internet, etc)" (Studies of the environment, Fourth Grade) but how it is done is not specified in the curriculum. Topics covered in Media Literacy Education are the principles of (mass) communication, media, family children and television, radio, print media and internet but not digital games, multimedia and the history of media. Most of the learning outcomes are based on making students be aware of negative sides of media and provide students with attitude and knowledge about communication technologies. In other words, media literacy policy applies protection and understanding issues as the main strategy at national level. The greater integration of educational and communications systems would undoubtedly be an important step toward more effective education. However, a national committee decides on the principles for media literacy curriculum. Media education doesn't exist for the supervisory school authorities and it isn't practicable for teachers because of not been supported either any freedoms or equipment (Erjavec, 2002). When media literacy related learning outcomes are analyzed in the national curriculum of Greece, one can state that they are mostly based on comprehension, sometimes critical thinking, and hardly ever creativity such as creating a multimedia but never cross-cultural communication and citizenship. As for teacher training, one cannot mention a special education program for teacher training in Greece Implementing media education at schools can only be seen as the first step; the qualification of all teachers is crucial to successfully taking up and establishing media education. In Greece, since there is no discrete subject for media literacy education, there is no program for teacher training. As for assessment of students' success, there are no agreed criteria or standards for assessing media literacy, and there is an urgent need for larger-scale, longer-term research to establish a body of evidence, on which such criteria could be based. Because of the lack of institutional support, Media Education is mostly dependent on the knowledge of individual teachers themselves. This reduces the possibility of integrating Media Education across the curriculum into the schools.	Balkan Countries: the Greece and Turkey case Asist. Prof. Dr. Belgin Tanriverdi 2008 http://eric.ed.gov/?id=ED504855

		In concreto: a) As an optional course A precipitant view of the new school schema would find no signs of an existence of media literacy education. A closer look though, would reveal some substantial, clear amends as well as some "disguised" ones, throughout the curriculum. The main addition noted in the school agenda is the incorporation of Film Studies as an optional course in Secondary Education (High school), taught along with Drama (3 hours per week). Although the content of the course is not quite clear yet and although the course is offered solely in the secondary level of education, it constitutes, nonetheless, a positive step towards media literacy in schools from a cultural point of view. b) In the Flexible Zone in Primary and Secondary Education A more apparent dimension of media teaching at schools is under the program Flexible Zone, which is an optional unit operating for the past 3 years in Primary and Secondary Education. It is a pilot application that ranges from 4 teaching hours per week for the lower levels to 2 teaching hours for the higher levels of primary education whereas for Junior High School it is limited to 2 hours per week. Units under Flexible Zone in Primary & Secondary Schools The units available under the Flexible Zone are: - the single standing, separate unit "Use of Mass Media" - Cross-thematic reference in the units of: - Information & Communication Technology - Citizenship Education - Consumer Literacy - Environmental Studies In Junior High School, the course on the "Use of Mass Media" is enhanced with the extra notion of "Journalism". The Flexible Zone program is the main application of a cross-thematic curriculum approach, as it offers basic information and considerable guidance for teaching media literacy issues. Yet, we do not have measurable data of *how much* and *how often* the media relative units are *actually* being used in the classroom. The media units in the Flexible Zone are optional, non-compulsory courses to be selected among a range of other topics, and the final decision is dependent upon each teacher's willingness to enter the media area. The Importance of cross curricular approach This is not to downplay the importance of a reinstatement of a cross-curricular approach in the classroom, a notion that dates back to the era of classical Greece: Plato, the famous Greek philosopher stipulated the magnitude of cross-thematic teaching and learning in "The Republic" (Politeia) by illustrating that: "*the several courses need to be lined up and taught in such an optimum way that they are interrelated, reality-driven and constitute a totality." (Plato's Republic, B' vol.)*	Irene Andriopoulou Introducing Media literacy in Greek schools: a hurdle race http://milunesco.unaoc.org/introducing-media-literacy-in-greek-schools-a-hurdle-race/

«*Τα χύδην μαθήματα συναπτέον εις σύνοψιν αλλήλων των μαθημάτων και της του όντος φύσεως*»
Nonetheless, as mentioned before, Flexible Zone is non-compulsory and hence, non-binding for the educators. Altogether, the final outcome is conditional upon the educator's own level of experience in media literacy and his communication competences.

The term "Audiovisual Expression" refers to all forms of expression through the use of audiovisual media and tools, not only from a technical point of view, but mainly as cultural and creative norms of expression (ie. production of content). It basically, consists of an alternate, narrative way of communication, which, although it uses the same norms of written and spoken language, it uses them in a more open, "out-of-the-box", cultural way, creating thus an "alternative audiovisual language", in parallel with the mainstream alphabetism at schools. The aim so is to familiarize students with an alternative way of cultural expression and creation, using media as: - tools for understanding themselves, society and the world eventually, - sources of personal joy and tools for the cultivation of a mature cultural identity, - tools for critical evaluation and expression of the society, - means of creation and multi-level expression.

All these are explored in association with the fields of history, personal development, cultural heritage & communication (interpersonal and in the broad social environment). The module is peer-oriented, based on student's own experiences and the upper goal is the development of media production skills in a more cultural and creative way as well as building social active citizens.

The main subjects/notions approached in Primary and Middle Education Level are: Audiovisual Narration & Analysis, Film Semiotics & Analysis, AV & Film genres: animation, feature film, documentary, news report, interviews, The Creator's Point of View, The Director's Point of View, Critical & Technical Analysis of film (sounds, film language), The Role of Advertisement, Specialties and Professions in the av & film industry, Production, Promotion and Circulation of audiovisual products in the av industry.

Eg.:

Cross-Curricular Thematic framework programme of study – School Year 2011-2012
social and political education
classes A, B, C, D (environmental study)
classes E, F (social and political education)

class	knowledge, content	objectives	Basic Interdisciplinary Approach
A	communication, information and leisure	Get acquainted with the media. To obtain baseline data for monitoring treatment of television.	Communication, similarity-difference, interaction
B	communication, information and leisure	To understand the necessity of communicating with fellowmen To develop a critical attitude towards the media	Communication, interaction

		(radio).	
C	communication	To distinguish the various modes of communication between people and their evolution in time. To express themselves through using all media. To be sensitive to people who for various reasons have communication problems.	Communication, change, similarity-difference
	media	Acquire critically reading to various publications (magazines, newspapers, etc.).	Communication, interaction
D	communication, information and leisure	To further develop a critical attitude towards traditional media (television, radio, press). To come into contact with new communication technologies (internet, cable TV) and reflect on theimpact on their lives.	Communication, interaction, change
F	Social problems The role of Media	Wish to participate actively in addressing issues and problems. Understand the role of media to a democratic society. Develop the abilty to formate public opinion	Personal communication - interaction system

Curricula
SOCIAL AND POLITICAL EDUCATION

I. PRIMARY

objectives	topics	indicative activities
The individual and the state		
Understand the importance of mass media for democracy and appreciate the rolein the formation of public opinion.	Informing the citizen on the media's role(radio, television, newspapers, magazines, Internet) as expression of democracy and their further role in shaping public opinion. Inform on the role of technology to shaping an informed citizen.	Choose a topical subject and divide in groups, in order to record the manner of presentation by both paper and electronic media forms and discuss how it affects the way public opinion is formated

II. HIGH SCHOOL

objectives	topics	indicative activities
The individual and the state		
To understand the role of political parties and the media the functioning of government.	The Mass Communication (Media)	Recording, comparison, analysis and interpretation of events by type (eg headlines, main article) or the news on the TV (eg. headlines, extent of news).

Comments, annexes	
Ad Teacher profession development	The optional module "Audiovisual Expression" is being supported by Teaching Guidelines with examples and teaching material/suggestions for the teachers. There are also online Guidelines / Booklets available for Teachers and Students with tips and teaching material for digital education & the safer internet at school. There is also a wide range of workshops and training sessions

	for the teachers who wish to teach media literacy, initiated by the non-profit organization Karpos. The Media Literacy Database for Children, Young People and the Media, available at www.medialiteracy-iom.gr , only in Greek. The database, created by the Hellenic Audiovisual Institute (no longer active), works as platform of communication and exchange of knowledge & information on media literacy education in Greece.	
Specialized network for media educators	The Media Literacy Database for Children, Young People and the Media, available at www.medialiteracy-iom.gr , only in Greek. The database, created by the Hellenic Audiovisual Institute (no longer active), works as platform of communication and exchange of knowledge & information on media literacy education in Greece.	www.medialiteracy-iom.gr