

Greece: Second Chance Schools

Type of provider

EDUC/OTHER :

The Second Chance Schools were established in Greece by the Law 2525/97, in the context specified by the declared principles of the European Union. The programme forms part of the Operational Programme “Education and Lifelong Learning” of the Ministry of Education, Research and Religious Affairs and it is co-funded by the European Union (European Social Fund) and national funding.

Objectives

A Second Chance School constitutes an innovative public adult education school of two academic years’ duration.

A certificate equivalent to secondary school diploma is provided after successful attendance. The school’s curriculum differs from that of the normal education, it is more flexible and it follows an adapted teaching methodology and assessment of the trainees.

Assessment approaches

- Project assessment
- (and) portfolio assessment
- (and) student self evaluation

Assessment is descriptive, based on students’ participation in the learning process and focuses on methods which not only facilitate the cognitive process but the whole development of students’ personality¹. Assessment does not only test cognition but also takes into account understanding, critical thinking as well as meta-cognitive ability. In its turn meta-cognitive ability creates the condition for self-assessment.

In general assessment is individualised, representative of student’s progress and avoids comparisons among students. Teachers do not assess students’ competence in complex mental activities but their involvement in such activities. Emphasis is also given in students’ ability to interact and co-operate with others. Recommended modes of assessment are the ones based on portfolio, the assessment of the process of realisation as well as of the outcome of projects, the assessment of smaller scale tasks, self-assessment and peer group assessment.

Target Group

People above 18 years old, who have not completed compulsory secondary education Disadvantaged in terms of cultural, socio-economic or other barriers (i.e repatriated immigrants, Muslims, Roma/gypsies, etc.)

¹http://www.lse.ac.uk/europeanInstitute/research/hellenicObservatory/pdf/3rd_Symposium/PAPERS/EFSTATHIOU_IOANNIS.pdf

**Potential
transferability/
scalability**

SCS could be promoted as an assessment procedure model more friendly and active participation by engaging learners in a constant reflection of new acquired knowledge and competences by themselves (self assessment and peer assessment)².

**Summaries or
Basic elements
of analysis**

To those who have dropped out from secondary compulsory education in Greece a second chance is offered through two types of schools: the Evening Schools (ESs) and the Second Chance Schools (SCSs). While ESs have the same curricula as well as the same teaching and evaluation methods as ordinary schools in mainstream secondary education, SCSs are considered to be innovative. They operate without pre-specified curricula, use new teaching and evaluation methods and offer counselling to students.

