

*13rd Evening Vocational Lyceum of  
Thessaloniki*

*Monastiriou str. 167*

*54627 Thessalonica*

*Hellas*



**Education and culture**  
**Lifelong Learning Programme**  
**GRUNDTVIG**

## **P-arents, A-dult, C-hildren, T-eachers around the table**

### **Participants:**

<b>Belgium</b>	<b>Greece</b>	<b>Finland</b>	<b>Spain</b>
Tony Schildermans	Haralampos Karaoglanis	Hnnu Pulkikinen	Mar Sánchez Bayón
Ilsa Gerits	Lazaros Asvestopoulos	Anna-Kaisa Launonen	Fernando Colomer Serna
Tiene Aelter	Photini Thioka	Maija Leena Mublin	Roberto Escribano Romo
	Nektarios Nikolaou		Juan Carlos Sanz Bachiller
	Eftimia Saripoulou		
	Athanasios Politis		
	Thomas Devliotis		
	Dimitrios Efthimiadis		
	Dimitrios Soulakis		
	Harilaos Trakas		
	Petros Trakas		

**During the first day** we had the first project meeting at hotel and we discussed about the process of the project. Every partner presented all the activities done till the previous meeting in Spain.

In the evening we visited the **13<sup>th</sup> Evening Vocational Lyceum**.

The Vocational Lyceums offer general education and also vocational training. The graduates of Vocational Lyceums will have the possibility of access not only in the Technological Education Institutes, but also in the universities. The Vocational Lyceums will be distinguished in daily and "evening" Schools. The study in daily Schools will last three years and in "evening" four years.

The graduates of High school (Gymnasium) will be registered in Class A' without examinations. The curriculum of Class A' aims at the rendering of general education and basic techno-professional knowledge. The students apart from the courses of general education will select a circle of courses of allied professional sectors. The sectors will be determined by the Pedagogical Institute.

The graduates of Class B' have the possibility to be registered to Class B' of General Lyceum, reverse can also the graduates of Class B' of General Lyceum. The students of Class C' attend courses of general education, which will be the same with that they are taught in the General Lyceums and they are examined in National Level examinations. Thus, the students of Vocational Lyceums have the possibility to be admitted in universities and Technological Education Institutes. Otherwise they will receive a licence to practice their profession or will continue in the Vocational Training Institutes.

**The second day** we had a **guided sightseeing of Thessalonica** the capital of Macedonia and second largest city of Greece. It was first established in 316 B.C. by Kassandros and named after his wife, Thessaloniki, half sister of Alexander the Great. The city has a big history and many monuments such as Byzantine churches, museums, the upper city with the walls, the White Tower and all the monuments from ancient and Byzantine period.

Thessalonica was the second most important city of the Byzantine Empire, next to Constantinople, and is full of beautiful examples of Byzantine art and architecture. Today Thessalonica is a modern city with old houses and neoclassical buildings.

**After the sightseeing we visited the Second Chance School.**

There are three basic principals that specify the identity of second chance schools

The educational means that are developed for the success of the basic aim should be so flexible that they can support every trainee on his effort. The educational means should be fit on all the educational needs, expectations and skills for every trainee.

The trainee needs are approached as a whole. In order to have a success on their efforts to be trained, the trainees should be supported so that they are able to withstand the difficulties in other sectors like health, family, labor area, direct social environment.

The complicated and different educational needs, demand skilled teaching and scientific resources, prestigious and valuable, so that they can respond to the complicated tasks that they are going to take over. Teachers should be familiar with new technology means but mainly should be willing to contribute to the realization of innovation projects.

Within the framework of basic principals of second chance schools:

They cooperate and aim at the coordination with social partners, for the sensitization of social groups as far as school program concerns, as well as the realizations of the educational program.

They follow educational approaches that they focus on personal needs, interests and skills of the trainee.

They emphasize on basic skill adoption (reading, writing, basic calculations), as well as new skills that they are needed nowadays.

They develop social skills and help trainee to react positively as active citizens within the framework of local or wider community.

They form a flexible educational program, making productive social areas, from where someone could gather knowledge and experience (labor areas, social gathering assembly areas, productive artistic areas, cultural events, etc)

**The third day** we had a project meeting and we have talked about each partner's work from the beginning of the project. We also had a debate on our particular and common activities according to the plan, the outputs of the project in respect of the activities and we have worked together in the framework of our common aims. We have discussed about the next meeting and the activities to be continued.

We have also visited the the **Intercultural Gymnasium of Thessaloniki** which is located in Thessalonica. The Diapolitismiko Gymnasio Thessalonikis (Thessaloniki Intercultural High School) was founded in 1985 for the children of emigrants returning to Greece from Germany, the United States and Canada. Its original name was the High School for Expatriate Greek Children (Gymnasio Apodimon Ellinopaidon).

Early in the next decade, following the mass influx into Greece of refugees from the countries of the former Soviet Union, the profile of the school began to change. Although many of these children were of Greek descent, their first Language was Russian rather than Greek. Since then the school has continued to receive children from the former Soviet republics, children of immigrants, economic refugees from Albania, China, Romania, Bulgaria, Ukraine, Poland, Uzbekistan, Serbia, Palestine, Lebanon and political refugees from Somalia, Nigeria, Iraq, Afghanistan, Pakistan, Iran, St. Domenicus, Tibet, with none knowledge of the Greek language. The Greek Embassy or Consulate places entrants in one of the school's three grades, according to the level they have completed in their country of origin. Each grade has a beginner's section, for children with no Greek at all. Children in these sections are given 14 hours a week instruction in Greek as a second language, taught from suitable textbooks, in place of the Ancient Greek and Literature classes prescribed by the regular curriculum. For all other subjects, all children, whichever language section they are in, follow the regular programme prescribed for Greek schools. Bilingual teachers give some instructions in the children's native tongue.

#### **ACTIVITIES OF INTERCULTURAL HIGH SCHOOL**

Since the year of its foundation, our school has participated in many different activities. Some of the most important are the following:

- The partnership of our school with the German High School of Troisdorf. For several years, the two schools exchanged visits.

- Participation in the COMENIUS 2 Project “Parental Involvement in the Education of Bilingual Pupils: issues, approaches, good practice”. The results of the cooperation among the teachers and the pupils were wonderful.

- A Guide titled “Welcome to Greece” for those just arrived to our country.

- A collection of texts written by the pupils after being one year in Greece about their life experiences here, titled: All children are equal”

- Participation in Ioniki Estia’ s fairy tale contest, titled “A Minor Asia’s fairy tale”. All the fairy tales written by our pupils were published in a book with the title “Fairy Tales” A commemorative celebration for our school’s 20th anniversary in the Pylaia

- Performance of the theatrical play “The Caucasian chalk circle” of Bertold Brecht in the framework of the Olympic Education Project for human rights. Many pupils participated along with other schools in various athletic and other cultural events

- During the environmental education, 4 programs were accomplished

- a. My “mobile” problem

- b. My school’s backyard

- c. A hole in the sky

- d. Koronia: SoS from a lake

- The theatre work as part of the school s programme and collaboration with other schools has been presented to the a.Conference of European Schools(Thessaloniki,2001) with the announcement “Odyssevah and the darkness”

- International conference for Theatre in Education(Athens,2004) with the announcement “Towards a visual lingua franca”

## **The ICT in school**

The school has one computer classroom with fifteen computers, connected to a network and the necessary peripheral equipment. To teaching maths the teachers use a variety math commercial software that the Greek Pedagogical institute has bought the licenses and translate them in to Greek language, Cabri , Geometry. Sketchpad, Function Probe, Modelus and recently the open source software Geogebra

## **European mathematics projects**

Collaborate and exchange teaching experiences on the web in on-line educational project based on Cabri java applets with high school teachers from Belgium and Italy, Sint-Donatusinstituut Merchtem Belgium, Flanders (Ivan de Winne) and Cesare Vivante Bari Italy,(Palmira Ronchi).Subject: **From Greek Geometry to ICT: a Virtual School project**

## **Four math problems of antiquity**

Three construction problems by the early Greek mathematicians attained the status of classical problems in mathematics:

- **Angle trisection**

Construct an angle that equals one third of a given angle

- **Doubling of a cube**

Construct a cube whose volume is double the volume of a given cube

- **Squaring a circle**

Construct a square whose area equals the area of a circle These three famous geometrical construction problems were very influential in the development of geometry. They occupied many mathematicians until modern times. Very often another problem is attached to this list.

- **Construction of a regular heptagon**

Construct a polygon with 7 sides. These problems are legendary not because they have no solutions or because the solutions are extremely hard to find. The Greek mathematicians imposed themselves some important conditions for the valid solutions to the construction problems. The only available tools are a straightedge and a compass (and of course a pencil).

### **After we visited the Greek Federation of State School Teachers of Secondary Education**

where we have been informed about the role and the activities of the Federation by the President and the Vice president. During this day in Hellas all teachers had the elections for their Central and Regional Councils.

### **In the evening we visited the Office of School Professional Orientation of 1<sup>st</sup> General**

**Lyceum of Kalamaria** and we had a workshop based on the seminar titled "A short seminar of human relationships" and about "Self fulfilling Prophecy" led by the Counsellor of the Office Mrs Efi Saripoulou.

**The Office of School Professional Orientation** is established for first time with the law 2525/97 on the Education. 200 Offices are organized and staffed in entire Greece, in the schools of the Departments of Secondary Education.

In 2003 270 new Offices are established and staffed in the schools of the Departments of Secondary Education. In 2005 100 new offices have also been established.

THEY ARE STAFFED

From teachers specialised in the Counselling and Professional Orientation.

THEY ALLOCATE

Informative material about the education, the training and the job market in printed and electronic form.

THEY ARE CONNECTED

- With the Ministry of Education

- With the data base of National Centre of Information
- With the Pedagogic Institute
- With the internet
- With the Advisory and Orientation Centers

#### THEY ARE ADDRESSED

- To all students
- To candidates for the HIGHER EDUCATION INSTITUTIONS, POLYTECHNIC COLLEGES, Greek Open University , but also to any other institution of training

- To parents
- To professors who apply the School Professional Orientation in their schools.
- To all young people

#### THEY OFFER

- Advisory support in the students so that they take the better decisions on their future.
- Information with regard to the study, the professions and the job market.
- Support to professors that apply the School Professional Orientation in their schools.
- We offer support, precious help, reliable and valid information to students who are complicated to decide for the studies that they will follow.
- To young people who need information in questions of studies, training and job market
- To stressed parents about the studies and the professional future of their children.
- To professors who need help in order to be more effective in the application of the School Professional Orientation.

#### THEY ORGANISE

- Informative meetings for parents and students on issues with regard to the studies and professions.
- Training seminars and meetings for the professors that apply the School Professional Orientation in their schools.
- Seminars for the teachers who elaborate Projects about the Career Education and Equality Subjects.

#### THEY COLLABORATE

- With Local Municipality and Prefecture
- With social, educational and professional institutions of region.
- With the National Centre of Information, the Ministry of Education and the Pedagogic Institute.
- With the Centre of Research about Equality Subjects.

**After the workshop** we had the **feedback** and **evaluation** of the meeting.

At night we had a farewell dinner.

