

Institution of All-day Primary School in Greece: A Qualitative Approach

Antonia Skopelitou

Ministry of Education and Religious Affairs, Greece

Panagiotis Giavrimis, Ekaterini Nikolarea

*University of the Aegean, School of Social Sciences, Mitilene
Department of Sociology*

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Abstract

This study presents, discusses and assesses the findings of a research into All-day School (AS) and All-day Primary School (APS) institutions and the teacher's role in them in Greece. The AS in kindergarten and primary school emphasizes the children's process of development and learning, is flexible to shape the curriculum, prepares children for the next day's lessons, thus pedagogically utilizing students' free time; it helps change the pedagogical climate, develops new forms of teaching and is considered educational innovation. As far as the participants of the present research is concerned, it is made up of 22 Primary School teachers who worked in the APS in the past. The criteria for their selection were gender, years of service in Primary Education and whether they had worked in an APS. In terms of gender, the men who participated in the research were 9 and the women were 13. According to the teachers, the APS was established having the best standards. Teachers seem to support the institution and recognize the important role it can play in the students' all-round development. However, the problems that arise are many and teachers have been trying to do their utmost with the few resources available and the absence of the State. The State must ensure that the APS will find its place in the education system and will play its social and pedagogical role.

Keywords: All-day School (AS), All-day Primary School (APS), compensatory education, remedial teaching.

1. Introduction

Education is part of a globalized reality characterized by multiculturalism, barrage of information (Stromquist & Monkman, 2014; Gioultsis, 2004), socio-political changes and the emergence of new forms of inequality (e.g. digital divide) (Cruz-Jesus et al., 2016; Papert, 1996). Nowadays, there is need for equality in education and the reduction of social inequalities (Ballantine & Hammack, 2015; Whitty, 2007; Diakogeorgiou, 2013: 7; Chalkiadaki, 2013: 73). This developmental and dynamic texture of reality influences both the formation of the school framework (Freire, 1977: 107) and the creation of institutions for compensation of educational inequalities (Slavin et al., 1989). The creation of the All-day Primary School (APS) in Greece is

such a measure to address and combat discrimination and promote social cohesion (Demiroglou, 2010; Lukeris & Syriou, 2007: 122). The APS has been developed in several countries (Andreou, 2003; Thaidis & Chaniotakis 2012; Fischer & Klieme, 2013), and is an extension of the school curriculum beyond the normal working hours of the school, aiming to support students, so that they can cope with social, educational, cultural, economic and political developments (Thoidis & Chaniotakis, 2015; Konstantinou, 2007: 17-18).

The operation of compensatory education is based on the theory of human capital, according to which education contributes to the development of all skills, knowledge and other skills of individuals that can influence the increase in production and incomes (Becker, 1993). The All-day School (AS) is considered part of the effort to develop the human capital of a society, blunting social and educational inequalities and contributing to its technological and economic development. Within this context, the school and its structures are meant as mechanisms to preserve and reproduce the social structure and social consensus so that social needs are met through the skills that are developed in individuals (Saha, 1997; Sharma, 2008). Nevertheless, the effects of compensatory treatment has been challenged (Neves et al., 2017; Whitty, 2016), and the operation of the school and its parts are thought to reproduce the ideals of the capitalist system. From a Marxist point of view, school is a mechanism that feeds and fills people from an early age with ideologies and views that go hand in hand with the capitalist system and reproduce unequal production relationships (Blackledge & Hunt, 2004). Teachers through the teaching of morality, responsibility, maturity, freedom and the provision of knowledge essentially create future citizens who will take on the corresponding role in society (Althusser, 1983: 91-95). The school leads to the student's alienation and the development of social inequalities through cycles and additional hours for weak students (Illich, 1976: 11-23). Social inequalities that exist when children enter school still exist and are fed. Within this context, AS does not promote equality; on the contrary, it degrades it no matter how progressive the curricula are implemented.

2. The development of the All-Day School (AS) institution in Greece

The AS in kindergarten and primary school emphasizes the children's process of development and learning, is flexible to shape the curriculum, prepares children for the next day's lessons, thus pedagogically utilizing students' free time; it helps change the pedagogical climate, develops new forms of teaching and is considered educational innovation (Brownell et al., 2015; Fischer & Klieme, 2013; Heagle et al., 2017; Moutafidou & Sivropoulou, 2010; Vitsilaki, 2007; Pyrgiotakis et al., 2001: 364 -365; Pyrgiotakis, 2002; Chalkiadaki, 2013: 17-27).

In 1994, the Ministry of Education created the Creative Activities Curriculum in 332 primary schools for children of working parents and mainly in economically and socially deprived areas (Chalkiadaki, 2013: 21). In 1997, with Law 2525, the All-day Primary School (APS) was established, as we know it today. One thousand (1,000) "All-day Primary Schools - Enlarged Schools" were established where students' attendance was optional. The purpose of these courses has been the compulsory implementation of the curriculum, the application of remedial teaching, the optional study of the next day's lessons and the implementation of creative activities curriculum (OGG (Official Government Gazette) 188/1997). The objectives of the APS are related to the obligatory implementation of its own curriculum, with the optional study of the next day's lessons, students' creative activities, and the optional implementation of remedial teaching for the weakest students. By circular YPEPTH F.13.1/767/C1/884/3-9-1998, the objectives of the All-day School (AS) in general are distinguished in pedagogical, with emphasis on the student, and in the social ones, highlighting the need to provide assistance to working parents and balance those factors that lead to the emergence of educational inequalities. The subjects that were introduced were: music, visual arts, theatrical education, environmental education, dance, sports, audiovisual expression, movement and culture. Students' lunchtime was at 14.00, and the next 20 to 30

minutes students could spend their free time as they wished. At 14.30, the study of the next day's lessons started and was ended at 15.30. Students could leave after the end of the curriculum at 16.00. The above curriculum was implemented until 2002. In 1999-2000, 28 Pilot APSs operated through the Second Community Support Framework to ensure the logistical infrastructure of these schools. Students' attendance was mandatory until 16.00 (Ioakeimidis, 2011: 57). From 1997 to 2002, "open-day schools", which were Extended Timetable Schools, and the "closed" Pilot-ASs were operating in Greece.

In 2002, with Circular YPEPTH F.13.1/885/88609/C1/3-9-2002, there was the introduction of the term "socio-pedagogical purposes". The aims focus mainly on the family, on the "pedagogical exploitation" of leisure time. While OGG 1471/2002 addresses the objectives of the all-day school curriculum: "*Consolidation of the knowledge and skills that students are taught by the students in the morning programme and enrichment of the morning programme with extra teaching subjects*", without however the social objectives being distinguished from the pedagogical ones, as was the case in the 1998 Circular. New subjects, such as English and computer science, were introduced, and a cross-thematic approach to subjects was facilitated, thus allowing for students' interaction, exchange of views and their development of critical thinking (Zourelidis, 2005: 3). At the same time, the morning zone of the AS is set from 7:00 to 8:00 (OGG 1471/2002). After 2002, Expanded All-day Schools (ASs) were renamed as "All-Day Primary Schools of Optional Character", and Pilot ASs in as "Experimental ASs" (Konstantinou, 2007: 24-27). The former operated in 2,600 schools, where hourly teachers were employed (Kyriozoglou & Grigoriadis, 2005: 71). From Circular YPEPTH F.50/57/26650/C1 /17-3-2003 and thereafter, the flexibility of the curriculum was lost. Specialist teachers were recruited to teach newly introduced subjects, which resulted eventually in a reduction of the teacher's time. English and information and communication technology (ICT) became obligatory. Moreover, a curriculum is created for optional subjects, such as sports and visual arts. In Circular YPDVMTH F.50/162/88353/C1/5-9-2006, there was reference to the social purpose of the APS, something that was clear in the previous circulars. However, it can be observed that support for the family was expressed in the phrase: "*it supports and shapes the child and stands next to the working family, the income of which it protects by relieving it of the financial burden and the search for extra education out of school*". With the OGG 1048/2010 it is understood that the social role of the school ceased to exist. First of all, the operation of all-day sections in the 6-position and below primary schools is abolished. Thus, children in small schools are excluded from attending all-day curricula. Furthermore, only the children whose both parents were working were allowed to attend by submitting to the school principal their parents' corresponding proof of work.

With the OGG 1327/2011, schools within the Unified Curriculum Framework (EAEP, in Greek) were established, which were operating in parallel with the "classic", and the Experimental All-day Schools were abolished. The All-day Schools (ASs) started at 14:00 with the students' lunch. Parents could choose between two new subjects, such as sports, theatrical education, TV, English, music, visual arts, and second foreign language (French, German). Initially, 800 schools were designated as such in Greece and, late, they reached the number 2,248 (YPEPTH, 2016). So, nowadays, "classic" ASs and schools within EAEP (Chalkiadaki, 2013: 21) are operating. With the OGG 1327/2011, the pedagogical role of the APS started to be revoked, as the students are allowed to leave the school at any time after 14.00, if their parents wish. After circular YPEPTH 125334 / C1 / 09-09-2013 of the Ministry of Education, emphasis was placed on covering the gaps of the morning zone, whereas only one teacher is provided for the APS and none for EAEP. Androulaki's research into the all-day EAEP, which was carried out in 622 corresponding units (7,532 questionnaires and 30 interviews with teachers) (Androulaki et al., 2001), mentions that strengthening subjects such as English, theatrical education and computer science is considered positive, but (a) there is insufficient logistical infrastructure and educational staffing; (b) the zones and periods that are implemented do not achieve their educational

objectives; (c) the next day's work is not completed, despite the students' schooling; (d) there is teachers' incomplete or no education and training; and (e) there is inadequate funding.

In 2016, the parallel operation of the two types of all-day Primary Schools (APSs) – that is, the “classic” APS and the APS within EAEP – is abolished, and the “Integrated Type of All-day Primary School” (ITAPS) was formed in all primary schools in Greece with functionality from 4-position schools and above (OGG 1324/2016). The ITAPS is open from 8.00-16.00, whereas the Morning Zone (7.00-8.00) may be set up, and students can leave after the 2nd hour of the All-Day Curriculum (15.00). Enrollment in this type of school is based on the basic conditions of both parents' work, unemployment or vulnerability. With Ministerial Decree 83939/D1/19-5-2017 (OGG 1800/24-5-2017/B), the timetable for the Curriculum of Multi-grade Primary Schools (1-position, 2-position and 3-position) was set, something that was not provided by the previous law. The ITAPS has been criticized for reducing hours, compressing available teaching time, allowing students to leave, and changing philosophy to remove social exclusion and the school's compensatory role (Koumnetos, 2016; PASOK, 2016). The European Commission's report on Greece's support program from the European Support Facility criticizes the abolition of all-day EAEP schools and their replacement by a “more economical” AS (Lakasas, 2017).

Concluding, since 2002, the innovations and new ways of teaching that AS has introduced are impossible to implement, due to the fact that new subjects have been introduced, new subject specialists have been recruited and teaching time has been fragmented in the curriculum. Although the AP teacher establishes closer ties with his/her students, the creative time that s/he can spend with them is minimal. His/her role is now limited to the study and preparation of the next day's lessons, while the innovative activities mentioned in the circulars cannot be implemented (Chalkiadaki, 2013: 160).

3. Research into the Greek literature

Surveys in Greece have revealed that teachers considered the role of the APS to be limited and that it focuses more on servicing the working parents (Anagnostopoulou et al., 2013: 22-26). Teacher surveys in Greece indicate that the APS: (a) assists moderately in the student's learning and psychosocial profile, although its operation is considered necessary (Giavrimis et al., 2009; Konstantinou, 2007); (b) helps *only* in the study of the next day's lessons, since this study consumes all teaching time (Salteris, 2006; Kontorli, 2010), and thus a large number of innovative activities do not take place since there is not sufficient teaching time (Thoidis & Chaniotakis, 2015; Kyrizoglou & Grigoriadis 2005); (c) satisfies parents' social needs (Konstantinou, 2007); (d) contributes to the lower social groups and makes an effort to remove educational and social inequalities (Salteris, 2006); and (e) has not been able to deal with shadow education, despite the fact that new subjects have been introduced (Loukeris et al., 2009). Moreover, it appears that the compensatory role that the AS is supposed to play, according to the teachers' surveys, seems not to work (Kontorli, 2010). The dysfunctions and problems of the institution are many as the teachers of the surveys mention. The majority of these teachers focus on their inadequate training, insufficient funding and inadequate and inappropriate logistic infrastructure, inadequate staffing with teachers and auxiliary staff (i.e. adjunct teachers) (Arvanitis, 2006; Kontorli, 2010; Loukeris et al., 2005; Loukeris et al., 2009; Mouziou-Mylona, 2010; Thoidis & Chaniotakis, 2015; Tsekouras, 2003; Tspoura & Gousteri, 2007; Yfanti & Karantzis, 2008).

Moreover, ambiguous seem to be the results for implemented teaching methods. Thus, one the one hand, some research has shown that face-to-face teaching plays a predominant role in the teaching process, while cross-thematic, group work and the project method have been minimal (Tsekouras, 2003). On the other hand, some other research has illustrated that teachers implement group teaching, project method and cross-thematic approaches (Mousiou-Mylona, 2010; Lukeris et al., 2005). Papadimas (2014), with the research he carried out, has concluded

that both teachers and specialist teachers use the same tactics to shape the right climate within the classroom. Most of these tactics are within the pedagogical frameworks, while few are the cases where authoritarian methods are used.

As far as the role of the teacher of the APS is concerned, as opposed to the morning zone teacher, s/he puts more emphasis on good interpersonal relationships with his/her students. Their relations with students are more familiar and the students themselves see him/her as a collaborator and not as an evaluator (Mousiou-Mylona, 2010; Tsekouras, 2003), although one research emphasizes that the teacher's role is undermined (Anagnostopoulou et al. 2013). The collaborative relationships that exist between the morning zone teachers and the AS teacher are recognized as important, but it is also acknowledged that there are difficulties in these relationships (Mousiou-Mylona, 2010; Thoidis & Chaniotakis, 2015; Tsekouras, 2003). Teachers and school principals believe that collaboration with senior education authorities and the school advisor is bad, since the former think that they do not have the proper support from the latter so that the AS can operate properly. On the other hand, teachers and school principals emphasize the existence of good collaborative relations with the actors of the local community (Konsolas & Martinou, 2013; Kyrizoglou & Grigoriadis, 2005).

The purpose of the present research was to explore the views of teachers who are currently working or who worked in the past in an APS on its objectives, the operation of the AS and APS institution and the teacher's role in it.

4. Method

4.1 *Participants*

As far as the participants of the present research is concerned, it is made up of 22 Primary School teachers who worked in the APS in the past. The criteria for their selection were gender, years of service in Primary Education and whether they had worked in an APS. In terms of gender, the men who participated in the research were 9 and the women were 13. The participants had worked from 1 year to 4 years in the APS. The age distribution of teachers participating in the research is as follows: 12 teachers from 23 to 35 years old, 7 teachers from 36 to 50 years old and 3 teachers from 51 and over.

4.2 *Research instrument*

As far as the interview guide is concerned, the biographical details of each interviewee were recorded in the first part. The thematic axes of the interview guide concerned: the first that described the general operation of the APS and, more specifically, the curriculum, the compensatory, pedagogical and social role of the AS and APS, the role of the full-time teacher and his/her training as well as the role of the State. Indicative questions of this topic were: "*What do you think about the APS curriculum?*", "*Which do you think is the pedagogical role of the APS?*", "*Do you believe that APS helps reduce school failure and social inequalities?*" The second axis concerned: teachers' suggestions how the operation of the APS as an institution should be improved and how it can be maximized so the purposes for which it was created could be fulfilled. The question the teachers were asked was "*What would you suggest in order to improve the operation of the institution?*"

5. Findings

5.1 Objectives of the APS institution

The findings of the research have shown that teachers reported that the objectives of the APS as an institution are pedagogical, social and their role is also compensatory. More specifically, as far as pedagogical objectives are concerned, the participants referred to the study of the next day's lessons and the constructive use of leisure time in a safe environment. (“... *supportive help in school subjects...*”, “... *consolidation of the knowledge and skills that students are taught in the morning curriculum ...*”, “... *pedagogical utilization of the afternoon time of children's stay in a safe space, with teachers' full responsibility and supervision*”), the development of students' skills through innovative activities and their contact with new subjects (“... *development of students' cognitive, research, constructive and cultural skills ...*” “... *enriching the morning curriculum with additional teaching objects*”), and the battle against shadow education (“... *it contributes to the battle against shadow education and, more importantly, in the city where the ASs have so many specialties [and specialist teachers]*”).

Regarding social objectives, all participants referred to: the service that the APS offers: to working parents (“... *students' creative activities in the afternoon for working parents*”); battle against discrimination and, at the same time, socialization through the interaction of heterogeneous students (“...*[it] strives to contribute to battling against discrimination*” “... *the children through the process of “having common lunch” are socialized*”); and it helps the students to come in contact with the society in which they live, its needs, with its actors and professionals (“... *[it] uses many activities to bring children into contact with the local community, with local jobs and occupations. It brings them closer to the environment they live in. It does not work with the book as a bushel; it helps children progressively and smoothly integrate into society as responsible and democratic citizens*”).

Regarding the compensatory role of the APS, there have been some differentiations between its contribution to battling against social inequalities and school failure and drop-outs. On the one hand, some teachers argue that social inequalities are blurred as students are in contact for many hours, thus allowing the principles of equality and collaboration to prevail, and they receive stimuli that may not be provided with in their family and social environment (“... *[it] tries to fill in the gaps that exist and give poor children the stimuli they lack*”, “... *[it] contributes to alleviating social inequalities, as children are more hours together and come into contact with students of other classes*”, “*The implementation of compensatory treatment is done to cover children's learning gaps so that they will be able as tomorrow's citizens to claim a position in the labor market*”, “... *Why is compensatory treatment being done? Basically, the children should be able to get into the labour market and to find a job tomorrow*”, “... *[it] contributes to promoting social cohesion and preventing the phenomenon of school dropouts*”). On the other hand, some other teachers argued that the APS cannot play such a role, by considering that family influences are not offset (“... *social inequalities I think remain because they depend on the family, the stimuli the child generally gets from the environment where s/he lives ...*”, “... *if the AS institution really aimed at compensatory education, then the teacher-student correspondence would be 1 to 1*”).

5.2 Operation of the APS

5.2.1 Curriculum

As far as the curriculum is concerned, the participants/teachers consider that it is very positive to add subjects such as music, English, computer science, dance (“... *it is very positive that specialist teachers teach special subjects, such as music, visual arts, theatre*”). Nevertheless, the strict allocation of teaching time does not favour the focus on children's abilities, although the up-to-now Circulars emphasize the development of their competences and skills (“... *the AS*

curriculum should be more extended, giving children the opportunity to cultivate more their talent and potential). Teachers point out that the APS has ended up dealing only with the study of next day's lessons and thus being unable to cope with its pedagogical objectives (*"Unfortunately, however, in most schools, the curriculum may be adapted to the parents' demands, that is, the child should return home after having studied next day's lessons and fed!!!"*). They also argue that the timetable of the curriculum strictly allocates teaching time, and this makes it difficult for the teacher to perform or implement experiential activities (*"... with the strict timetable of the curriculum that is most reminiscent of the morning zone the teacher cannot do any activities lying out of the framework of the curriculum; that is, any extracurricular activities"*).

At the same time, one more serious problem that teachers face is the large number of students, so the teacher cannot deal extensively with each student. This is one of the reasons why remedial teaching cannot be implemented. In addition, the absence of specialist teachers makes it even more difficult to battle against shadow education (*"... the classes are often numerous", "my attempt to fill in learning gaps may not be as effective as tutorials, because I don't have enough time to deal with only a child", "It doesn't battle against shadow education since the special subjects are covered occasionally, and the short time of teaching time and the number of children do not help to produce integrated results", "What kind of all-day school is this if the subjects included in the curriculum aren't taught?"*)

Then, with regard to the time that students leave APS, on the one hand, some teachers consider the change to be positive, and each parent can choose their child's departure time as each student has different levels of endurance and different extracurricular activities (*"... each child has levels of endurance so I do not think it's a problem that some kids leave earlier than 16.15", "It's good. Each student leaves at the time the parent chooses, usually depending on the time s/he leaves his/her job and the extracurricular activities that each child has in the afternoons"*). On the other hand, the majority of participants (9 out of 15) consider that this change is one of the problems, as this is the way that the APS becomes a prey to the wishes of each parent, and thus the objectives of the APS cannot be fulfilled (*"... leaving their child whenever and for how long they want, according to their personal schedule, parents think of school being a child guard and the teacher as a concierge", "for the proper operation and achievement of the objectives of the APS, a unique departure time for all students should be strictly applied"*).

5.2.2 Teaching methods

The overwhelming majority of participants mentioned that they use collaborative learning technique and the project method, playful activities and method of mutual instruction, while few also mentioned face-to-face and individualized teaching when they had to explain something that children did not understand (*"... in performing playful activities such as theatrical play, singing, dancing I use principles of participatory learning and alternative pedagogy", "... project method, educational drama, group work", "after the end the study of their lessons, students of the upper grades many times help the younger ones", "... when I need to explain something to a student, teaching becomes teacher-centered"*).

5.2.3 Infrastructure

Teachers express their deep dissatisfaction and disappointment with the lack of infrastructure. More particularly, neither are there suitable classrooms for teaching various objects, nor is there a suitable lunch room so that the APS can operate as defined in the circulars (*"... they spend so many hours at school on a wooden chair without a more relaxing space for*

relaxation, lunch or a safe place where they can play and relax even when it rains ...”, “... Never have funds for such a purpose been given, the teacher uses his/her own audiovisual material”).

5.3 *The APS teacher*

5.3.1 *The APS teacher’s role*

According to the interviewees, the role of the teacher is supportive, since there is no fear of evaluation (“... *the AS or APS teacher must be supportive, s/he can help the children but also create a more relaxed climate in the classroom, with various games, with painting ... there is no evaluation*”, “*the AS or APS teacher has the potential to establish better relationships with children*”). As far as the difficulties in the work of the AS or APS teacher are concerned, these are related to the responsibilities of the morning zone teacher (“... *the APS teacher does not have the pressure to cover the curriculum as the classical teacher does. Nevertheless, s/he should have knowledge of the subject matter of all classes and has more responsibilities*”), staffing the faculty with both teaching and auxiliary staff (“... *the subjects that would meet students’ preferences do not take place due to the fact that the appointments of specialist teachers are not sufficient*”, “... *waiters and auxiliary staff for secondary work should work in the APSs*”), the inadequate training teachers (“... *I have not attended a training seminar*”, “... *some seminars that have been made, I cannot say that they were very helpful as we stood in the theoretical context that clearly differs greatly from the practical one*”, “... *we are informed through the Internet, by older colleagues who were in an APS in the past and by the school principal*”), the collaboration with the rest of the staff (“... *executives of education offer NO help to the teachers responsible for the AS; the former help the latter neither in their training, nor in their work*”) and undermining the teacher’s role (“... *undermining their role after they have implemented a curriculum without any training and satisfactory cooperation with the school counselors*”, “*parents often do not acknowledge their work and see him/her as a second-class teacher*”, “*Parents, fortunately in very few cases, think that the APS teacher has the role of “nanny”*”).

5.3.2 *Relations with members of the teaching community*

As far as their relations with the rest of school teachers are concerned, they seem to have mainly formal relationships. The cooperation lies only in reporting any weaknesses the child has, while there is no cooperation with the specialist teachers at all (“... *there is cooperation with the other teachers, especially when students present some particularity or weakness, but these are often formal*”, “... *most specialist teacher often do not cooperate*”). According to the majority of the participants, the relationship of the APS teacher with the parents is also formal and even non-existent (“... *cooperation with parents is usually limited to their complaints about the work that their children did not finish*”, “*there is no cooperation with parents ... what parents want is that their children will have studied their basic lessons for the next day and have been fed when they go back home*”).

6. Discussion

From the findings of our research it is clear that teachers perceive the role that APS plays and the importance of the objectives set but have a hesitation as whether it can act as a compensatory factor for mitigating social inequalities. Thus, teachers refer to the characteristics of the pedagogical role of the APS (skills development, study of the next day’s lessons, teaching of new subjects) and its social role (creative activities for children of working parents, combating discrimination, promoting social cohesion, combating shadow education, preventing school drop-outs, socializing children). The views of teachers are similar in several researches that have been

carried out in Greece (Arvanitis, 2006; Yfanti & Karantzis, 2007; Salteris, 2006). The institutions of compensatory education, such as the APS that have been implemented in various education systems aim to support the learning of the student population and eliminate social inequalities. The framework of the APS objectives in Greece has been moving within this educational policy context.

However, implementation of the aforementioned in the educational practice has faced many difficulties. What is found both in the present research and in other Greek researches (Lukeris et al., 2005; Mousiou-Mylona, 2010) is that, although teachers think that the APS has positive features - such as: (a) the introduction of new objects; (b) the use of group collaboration, project and interactive teaching, as well as individualized and face-to-face education; and (c) the development of good interpersonal relationships between the student and the teacher - they are dissatisfied because in practice all these positive features cannot easily be implemented due to a lack of specialist teachers, reduced teaching time and child departure hours, the large number of children and parents' insistence only on the learning part of the APS (that is, the children's preparation for the next day's lessons). An important problem is the shortage in the infrastructure and audiovisual materials. There are no suitable classrooms, there is no separate dining room and there is no adequate audio-visual material and equipment so that various activities can be done. Everything takes place in one and the same classroom. All these comments coincide with the comments that other APS teachers made in other surveys in Greece (Arvanitis, 2006; Germanos, 2006; Grollios & Liabas, 2012; Kontorli, 2010; Mousiou-Mylona, 2010; Tsekoura, 2003; Tsipoura & Gousteri, 2007).

The consequences of the above are that: there are not the appropriate learning conditions (Anagnostopoulou et al., 2013: 9-10; Mitis, 2005: 2), shadow education cannot be fought against, extracurricular activities continue to intervene in school education, teaching time is fractured and, eventually, the APS teacher is unable to engage his/her students in creative activities (Chalkiadaki, 2013). There is a part of the teachers of the present research who claim that social inequalities are not diminishing, something that is also found in other researches in Greece (Giavrimis et al., 2009; Kontorli, 2010; Konstantinou, 2007). Although the establishment of the APS institution aimed to offer equal opportunities and compensate socially excluded and marginalized students – especially, those of lower social strata (Lukeris & Syriou, 2007), the APS does not achieve this very aim; on the contrary, it seems that it reinforces and reproduces social and educational inequalities. The compensatory institutions of education have been unable, except for a small percentage, to eliminate social inequalities, by preparing people for their integration in a capitalist society (Althusser, 1983; Illich, 1976). Uncertainty and risk biographies - and much more in Greece which is plagued by the economic crisis - are exacerbated by a globalized education where, as Bauman (2005) claims, there is an indispensable “production line” of human waste or wasteful people. Several times, education with its institutions have failed in pursuing the continuous and dynamic transforming realities of the post-modern era and the processes of globalization, attesting even more the sovereignty of the privileged (Bauman 2004).

In addition, there is significant concern about the relations of the APS teachers with those of the morning zone, which are typical and limited in that the latter inform the former about students' possible weaknesses, while there is no cooperation with the specialist teachers at all. This finding also exists in other surveys (Mousiou-Mylona, 2010; Tsekoura, 2003), with the consequence that there is no connection between these two cycles, and problems with implementing the curriculum are observed (Anagnostopoulou et al. 2013). An educational system that is characterized by structural problems, competition and evaluation to get just a job position (OECD, 2011; Papaconstantinou, 2007; Tsoukalas, 1985), competition between specialties (Vlachou, 2006), the division of objects (Ball & Youdell, 2007) and centralization of decision-making by some bureaucrats (Saiti & Eliophotou-Menon, 2009) puts sufficient pressure and anxiety on teachers (Brunsting et al., 2014) and form a context of ambivalence and confusion to

the teacher, resulting in alienation and inability to react and make sense to the intended purpose within the school framework.

In conclusion, according to the teachers, the APS was established having the best standards. Teachers seem to support the institution and recognize the important role it can play in the students' all-round development. However, the problems that arise are many and teachers have been trying to do their utmost with the few resources available and the absence of the State. The State must ensure that the APS will find its place in the education system and will play its social and pedagogical role.

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