
**ORGANIZATION AND ADMINISTRATION OF THE REGIONAL
TEACHERS' TRAINING CENTERS IN GREECE**

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Abstract

Law 1566/1985 defined the Pedagogical Institute (PI) and the Regional Training Centers (RTCs) as Bodies for Primary & Secondary Teachers' Training. RTCs are operating in large cities in Greece, and they can also create branches or staircases in smaller cities to serve forms of training locally. The research attempts to answer the research question referring to the legal framework for the operation of the RTCs as public agencies for the training of teachers. In order to answer the basic question of the survey that concerned RTCs' organization and administration during the 25-year operation period, all the relevant legislation was reviewed, as far as possible, exhaustively and created the following thematic areas of research: RTCs in the Registry of Services and Institutions of the Hellenic Administration, Foundation, Administration, Economics, Training Programs, Training Process, Cooperation and Support of the Training Work, Evaluation of the Training Projects. The Law 2009/1992 and the PD 250/1992 defined the cooperation of the RTCs with Universities and other Bodies, School Advisors, Education Directorates, School Units and Scientific Bodies, with each other as well as with the PI, the Universities, the Technological Educational Institutions (TEIs) and other educational institutions, the Chiefs of Departments and Primary and Secondary Education Offices and with the School Directors of their region for the success of the training work.

Keywords: Teacher Training, Educational Management, Curricula

INTRODUCTION

The need to young people to acquire the necessary basic skills and improve the educational level is an essential part of the European Union's strategies for growth and jobs availability and for global Sustainable Development. The demand for skills has two strands: firstly, rapid technological progress requires high and constantly upgraded skills; on the other hand, increasing globalization and new ways of organizing businesses require social, communication, entrepreneurial and cultural knowledge and skills to help people adapt to changing environments. In the 'European Framework of Basic Skills', a reference tool for the key competences that all people need to succeed in a knowledge-based society, key competences relate to knowledge, skills and attitudes that serve personal integration, social integration and active citizenship and employability. This includes 'traditional' skills such as mother tongue knowledge, foreign language skills, basic competences in mathematics and science, and digital competence as well as transversal skills such as 'learning how to learn', social capacity and ability to exercise citizenship, initiative, entrepreneurship and cultural sensitivity and expression (EC, 2007). According to this framework, adults should be able to develop and update key competences throughout their lifetime and that particular emphasis is placed on target groups

identified as priorities at national, regional and/or local level, such as people who need to update their skills. Young people, due to educational deficits due to personal, social, cultural or economic circumstances, need special support to make use of their educational capital (EP, 2006).

In recent years, many Member States of the European Union have difficulties in keeping their experienced teachers in school because teachers retire from their jobs as soon as the opportunity is given to them (SEC, 2007). This is a problem, replacing the lost experience, but also an opportunity to invest in the initial training of a new batch of Teachers, also improving the skills of the in-service teachers. The European Commission and the Member States work together through the Education and Training 2010 program and Europe 2020 to find ways to improve the quality of teacher training (EC, 2007). Teachers and managers should be encouraged and have opportunities to conduct advanced professional training and development, to engage in pedagogical research and to take advantage of opportunities to develop their knowledge of other professional sectors. Given the significant impact that school managers have on the overall learning environment, including motivating staff, stimulating morale and performance, teaching practices and the attitudes and aspirations of students and parents alike, it is necessary to ensure that they have sufficient opportunities to develop and maintain effective management of skills (CEU, 2009).

The approach of "e-skills" as part of a broader logic that perceives as the main objective of education the transmission of specific and measurable skills to children is a different theoretical starting point which also requires individual assumptions, such as the approach of the school with management terms applicable to businesses. With that in mind, education and training are now treated as a technical issue analysis on individual and specific skills to be transmitted efficiently, with evaluation of the teaching process and measurement of student performance and teacher training. In this direction, it helps to adopt principles from the field of business management, as they have a lot of experience and knowledge of how to make a process effective. It is no coincidence that large corporations from the business and publishing sector are already actively involved in the field of education, mainly in the USA (Koutsogiannis, 2016).

Law 1566/1985 defined the Pedagogical Institute (PI) and the Regional Training Centers (RTCs) as Bodies for Primary & Secondary Teachers' Training. RTCs are operating in large cities in Greece, and they can also create branches or staircases in smaller cities to serve forms of training locally. In Greece there are 16 RTCs, 4 in Attica, 2 in Thessaloniki and one in Alexandroupolis, Heraklion, Ioannina, Kavala, Kozani, Lamia, Larissa, Mytilene, Patras, Tripoli. In the summer of 2017, the RTCs joined the official Register of Public Administration Bodies, according to which they are Regional Services of the Sector of Education, Lifelong Learning and Religious Affairs as a Service and Institution within the Public Sector (MYFED, 2017) with many dysfunctions and problems in coding and communicating with public bodies, which attempts to eliminate the Greek Action Plan for Open Government (NAP, 2014). The present study attempted to explore the administration and organization in the operation and provision of the training work of the RTCs, so that its conclusions could be used in the transition to more modern structures for the training of teachers of Primary and Secondary Education. According to an 'ESOS' report, 'ADIPPDE' in its annual new report, which it proposed in March 2017, argues

that the RTCs with their existing structure and, in particular, with their established practices, cannot respond to new challenges. They need to be reconstructed or replaced with regional training centers for teachers, different pedagogical philosophy and educational culture and, by extension, different forms and practices suitable for adult education through the combination of live and distance meetings (ESOS, 2017). "Learning communities" should be created, experiential workshops and micro-research studies to take place, in an in-school or cross-curricular context, or in broader training centers, collaborations with Experimental and Template Schools, school units of all levels, with mentors and educational classes of all levels, with educational structures of the Region, with Universities, Laboratories and Departments, as well as with scientific and cultural bodies of non-profit character. In the study, emphasis was given and further deepening of the legal framework for the operation of the RTCs, which led to the drafting proposals which submitted to the Minister of Education in order to be exploited in the planning reform of the teacher training in Greece. The results of this study presented at the 3rd Scientific Conference of the ASPETE "Professional Development and Development of Educational Technologist Association" in Athens, 5-6 May 2017, with the title "The Training in the Regional Educational Centers of Greece - Legislative Framework" and in the Educational Conference "Teaching sciences in schools with creativity and innovation: transforming the theory into practice", in Crete 6-10 December 2017. In the days of publication of this study, the Greek Government announced the abolishment of the RTCs and the School Advisors, structures that had the exclusive work the Teachers' Training and establishes Coordinators of the education work in schools, who will offer training among the other duties.

METHOD

The research attempts to answer the research question referring to the legal framework for the operation of the RTCs as public agencies for the training of teachers. In order to answer the basic question of the survey that concerned RTCs' organization and administration during the 25-year operation period, all the relevant legislation was reviewed, as far as possible, exhaustively. In response to the research question, an induction analysis was made in the laws, presidential decrees and ministerial circulars issued from 1985 to 2018 concerning the training of teachers and, in particular, the establishment and operation of RTCs. These excerpts are combined and discussed with each other and with relevant references from the bibliography. In the research, it was studied the Ministerial Decisions GOM/F.10/NHTH.19038/14-6-2017 of the Ministry of Administrative Reconstruction on the publication of the updated Registry of Services and Organizations of the Greek Administration MYFED, and the F5/56/00 (Government Gazette 1409 B) Y.A. Transfer of the right to sign "by order of the Minister", the presidential Degrees (PD) 18/23-2-2018 about the Organization of Ministry of Education, Research and Religious Affairs, the PD 255/79, the PD 250/1992 on the RTCs' operation, the laws 1566/1985, 1404/1983 for Higher Education Institutions, Law 2966 (Government Gazette 24/13-2-2002), on establishment of the Teacher Training Organization (OEPEK), Law 2817/2000 established the Regional Directorates of Primary & Secondary Education, Law 2986/2002, Law 2009/1992, Law 1824/1988, Law 2986/13-02-02 on the Organization of regional services of Primary and

Secondary Education, evaluation of educational work and teachers, teacher training and other provisions.

The bibliographic review of the investigated topics yielded a limited number of findings. In the content/discourse analysis, the categories were initially created as sub-questions, and then those extracts of the laws, Presidential Decrees and Ministerial Decisions that gave meaning and information on a case-by-case basis, were sought. The recording unit was the word or phrase depending on the subject (Bell, 1997; Iosifidis, 2003). More specifically, in order to better investigate the administration and organization of the functioning and training in RTCs, were created the following thematic areas of research: RTCs in the Registry of Services and Institutions of the Hellenic Administration, Foundation, Administration, Economics, Training Programs, Training Process, Cooperation and Support of the Training Work, Evaluation of the Training Projects.

RESULTS AND DISCUSSION

The Training as institutionalized process of the Greek state has an age of about half a century. Initially Schools for Training of Primary and Secondary Teachers (SELDE, SELME) were founded for the purpose of training, theoretical and practical, of the in-service trainers, as well as of the new appointed teachers (Presidential Decree 255/79). With the law (1566/1985), Teacher Training becomes compulsory and can be distinguished in: a) Introductory training of candidates for appointment or newly appointed teachers prior to assuming their teaching duties, b) Annual training for teachers who have completed five years of service, c) Periodic training, and d) Other forms of training. The postgraduate studies at the Higher Education Institutions (Laws 1404/1983 and 1566/1985) are carried out by post-graduate Programs of Universities. According to Law 1404/1983 on the Establishment and Deployment of Technological Educational Institutions, Article 28 refers to the Training, Postgraduate and Postgraduate Programs of up to 20 weeks that can be implemented by TEIs with the approval of the Minister of Education for Secondary and Tertiary Education graduates. Education teachers, graduates of pedagogical academies and nursery schools, alongside training, have been trained at the 'Marasleio Teaching School for Primary Education' until the beginning of their further education and training by the Pedagogical Departments of Universities (Law 1566/1985).

I. FOUNDATION OF RTCs

Law 1566/85 re-established the PI, which undertook the training and retraining of teachers and the RTCs were established by a joint decision of the Ministers of National Education and Religious Affairs and Economics for teachers of Primary and Secondary Education. The Teachers' Teaching Schools and any property or movable property were transferred to the relevant school administration and, by decision of the Minister of National Education and Religious Affairs, could be made available for the operation of the RTCs (Law 1566/1985).

The latest legislative initiatives on teacher training were foreseen in Law 2966 (Government Gazette 24/13-2-2002), which established the Teacher Training Organization (OEPEK) for the management, staffing, grants, work and operations.

RTCs, in their 25 years of operation, in contrast to their title, were under the control of central government, as the 'Regional' was not ultimately linked to decentralization, but by increasing the number of trainees in the Regions and reducing of the training time compared to the annual training and retraining courses at SELME and SELDE (Karagiannis et al, 2012).

II. RTCs IN THE REGISTRY OF SERVICES AND INSTITUTIONS OF THE HELLENIC PUBLIC ADMINISTRATION

With Art. GOM/F.10/NHTH.19038/14-6-2017 Document of the Ministry of Administrative Reconstruction on the publication of the updated Registry of Services and Organizations of the Greek Administration (MYFED, 2017), and with the PD 18/23-2-2018, the RTCs are Regional Services of the Sector of Education, Lifelong Learning and Religions as a Service and Institution within the Public Sector.

The Ministry of Education and Religious Affairs applies a general oversight of the operation of the RTCs and, within this competence, had to call twice a year at a joint meeting the Directors of the RTCs and the representatives of the Pedagogical Institute (PI) in Athens, or at the headquarters of any RTC, to identify general guidelines of the whole training project on the basis of the identified needs, the coordination of the relevant activities and the determination of the way each of the above actors will participate in the implementation of the training programs (PD 250/1992). Representatives of higher education and training institutions could also be invited to this meeting. On the basis of decentralization, the Region is a unitary state administration unit (Law 2503/1997) and at Education level, the Region operates as a decentralized service of the Ministry of Education and Religious Affairs, as Law 2817/2000 established the Regional Directorates of Primary & Secondary Education (PDE). With the Law 2817/2000, the PDEs were hierarchically assigned to the Minister of Education and Religious Affairs, and with the PD 18/23-02-2018 to the General Secretary of the Ministry of Education, Research & Religious Affairs, without any hierarchical relationship with the Region and its Secretaries-General (Droulia & Politis, 2008). PDEs cover the RTCs as decentralized Administrations, Regional Services, of the Ministry of Education (Law 2986/2002, Law 1566/1985, Law 2009/1992). Each RTC is an autonomous public service directly attached to the Ministry of Education and its region is designated by decision of the Minister of National Education and Religious Affairs (Law 2009/1992). The Directors of PDEs, who are attached to the Minister of Education, are redeployed heads and appointed by him, who decides by their decision their specific duties as well as the heads of the PDEs and they exercise administration, control and supervision on RTCs, school counselors etc. (Law 2817/2000, Law 2986/2002). The Regional Directors of Education are supervisors of RTCs, they supervise and coordinate RTCs' work, and they are administrative and disciplinary heads of staff and decide to place teachers on the posts after a proposal from the Coordinating Council, with the exception of the appointment of the Directors and Deputy Directors of the RTCs. The scientific and pedagogical support to these services is provided by the Regional Education Administrations through the Departments of Scientific and Pedagogical Guidance (Ministerial Decision F.353.1/324/105657/D1/16.10.2002).

III. THE ADMINISTRATION OF RTCs

In order to approach the Administrational profile of RTCs, some definitions and clarifications of the term was searched in the Greek school books and the training bibliography of the Greek PI. Administration, as defined in the Greek Lyceum's School Book, is the process of planning, organization, management, and control exercised in a business or organization in order to effectively achieve their goals (Vaxevanidou & Rekleitis, 2016). The term Administration has been in Greece since antiquity, and it means the diligence paid by someone for his affairs and the city. According to the same authors, Administration can be defined as a set of processes that ensure a group of people their organizational coherence and their desired orientation towards a defined goal. As a universal phenomenon, it applies to all kinds of organized collective work and builds up applied Science with theoretical bases. An organization can be defined as a distinct social entity or group of people who, through specific processes, systems, methods and resources, seek to achieve goals over a certain period of time. Thus, an executive in an organization has various tasks, including the task of organizing the works, the functions and the processes by which will be achieved the purposes they have set, in accordance with the design. The operation of the Directorate includes the concept of leadership and power. Each leader's work includes the process of incitement, the act of empowerment and coordination (Vaxevanidou & Rekleitis, 2016).

In addition to the official regulations as published in the Official Gazette of the Government, are the provisions of the Code of Administrative Procedure (KDD, 2015) applicable to the State, Local Authorities (Local Authorities) and the other Legal Entities of Public and Private Law, along with the European Code of Good Administrative Behavior (EKODS, 2012). The responsibility for the operation of the RTCs, when they established, in accordance with Law 1566/1985, had the Management Committee composed of School Advisers of the area and Trainers in the RTCs. Director of each RTC was a School Advisor and Deputy Director of Education for Primary or Secondary Education, appointed by decision of the Minister of National Education and Religious Affairs for two years. With PD, the composition of the Administration Committees, the duration of the members' term, as well as every detail related to the exercise of their competences, the duties of Directors and Deputy Directors, were regulated. With the Law 1824/1988, each RTC is a Legal Entity of Public Law, with administrative and financial autonomy. The Board of Directors of the RTC consisted of a) the President, who was a professor or an associate professor of the Pedagogical Sector of the University, appointed by decision of the Minister of National Education and Religious Affairs after an opinion of the relevant section, b) two School Advisers, coming from the two levels of Education, the Primary and Secondary and c) two Teachers, designated by the relevant Secondary Teachers' Organizations. Director of the RTC is the Chairman of the Board of Directors and the Deputy Directors of the School Advisers, members of the Board. Later, with Law 2009/1992, the responsibility for the operation of the RTC, assumed a five-member Coordinating Council, with responsibilities that clearly defined in the Presidential Decree 250/1992, as provided in the Law 2009/1992. The Coordinating Council consists of the Director, the two Deputy Directors, the Secretary and two elected representatives of the trainers, one from the Alumni and one from the Secondary Education.

The Coordinating Council

As referred above, pursuant to Law 2009/1992, the responsibility for the operation of the RTCs has a five-member Coordinating Council, made up of the Director as Chairman, the two Deputy Directors and two Trainers' Representatives, as elected members. These representatives, one from Primary and the other from Secondary Education, are appointed for a school year by a corresponding General Assembly of the Teachers at the RTC. The Secretary of the Coordinating Council is the Secretary of the RTC. Law 2009/1992 provided that the Presidential Decree, issued at the suggestion of the Minister of National Education and Religious Affairs, after consulting the PI, regulates the responsibilities of the Coordinating Council, the Director, the Deputy Directors and the Secretary of the RTC. The European Code of Good Administrative Behavior (EKODS, 2012) contains the general principles of good administrative behavior applicable to all relations between its institutions and services with the public. Relations between the institutions and their officials are governed by the Staff Regulations. According to PD 250/1992, the Coordinating Council of the RTC: i. has the overall responsibility for recourse to training programs, ii. plans and organizes the training activities that will take place in the RTC during each training period, iii. Approves the content of the courses and activities taught in accordance with paragraph 8 of Article 5, iv. prepares the weekly schedule of lessons and exercises for each form of training and for each training period and determines the time and details of the examinations, v. It may increase or decrease the hours allocated to courses and activities in accordance with paragraph 7 of Article 5, vi. decides on the distribution of the trainees in classes, vii. determines the number of teachings to attend the trainees, following the opinion of the trainer responsible for the course, viii. establishes Internal Regulations of the RTC and submits it for approval to the Ministry of National Education and Religious Affairs, ix. identifies the needs in teaching staff (number and specialty), the employment relationship according to the provisions of Laws 1566/1985 and 2009/92 and formulates an opinion to the Minister of National Education and Religious Affairs for recruitment, x. makes recommendation for placing teachers in the RTC, according to the provisions of paragraph 4 of Article 17 of Law 2009/92, xi. identifies the needs of logistics and other equipment and takes the necessary administrative steps to address them, xii. assigns to the Chair, the members of the Coordinating Council, the instructors and the administrative staff of the RTC, xiii. Carries out specific tasks in the course of their duties, it carries out any other activity resulting from the current legislation on RTCs, xiv. Approves the Operational Report, which is drafted by the Director at the end of the Introductory and the Second Periodic Training of each academic year.

The Director

By Law 1566/1985, Director of each RTC was a School Counselor and Deputy Director of Education for Secondary or Secondary Education, designated by decision of the Minister of National Education and Religious Affairs for a two-year period which could be renewed (Law 2009/1992). By law 2009/1992, as Director of the RTC is appointed Professor or Associate Professor or Dean of the Pedagogical Institute or School Advisor by decision of the Minister of National Education and Religious Affairs for two years, after an opinion, for the members of the Faculty of Education, the Board of Directors of the Pedagogical and Teaching Departments of the nearest University. By the same decision, the Deputy Director for Secondary Education is appointed Deputy Director of the RTC. The Director of the PEK, in accordance with Presidential

Decree 250/1992, has the following responsibilities: i. He/she is responsible for the administration and operation of the RTC, executes the decisions of the RTC Coordinating Council and signs the relevant documents, ii. He is the Administrative and Disciplinary Head of the staff that is organically owned by the RTC and the Administrative Head of the full-time or seconded staff serving in the RTC, as well as those undergoing training during their training, iii. submits to the PI additional training programs to cover special educational needs, for which a relevant Ministerial Decision is issued following the opinion of the Pedagogical Institute, iv. Signs the training certificates; v. Holds a regular session once a month to prepare the agenda and, where necessary, extraordinarily whenever the Coordinating Council on Problem Solving asks and presides over it, vi. At the end of the Introductory and the Second Periodic Training Phase of each academic year and at the end of each Special Educational Program, he/she prepares a report of the RTC, which, after its approval by the Coordinating Council, submits to the Ministry of Education and communicates to the PI, vii. Is a liquidator of the remuneration for the staff of the RTC and responsible for the drafting of payroll and compliance with payroll laws, civil servants, etc. viii. Draws up and considers the pay statements of the staff of the RTC provided for in Article 17, paragraph 7 of Law 2009/92, ensures payment of any other type of expenditure related to the operation of the RTC and transmits the required supporting documents to the Department of the County Office for the clearing and payment of all expenses of RTC, ix. Keep up the maintenance and repair of the school building and the furniture, utensils and the necessary equipment, (x) He is a member of the House Leasing Committee to cover the housing needs of the RTC and considers the lease payments xi. calculates all the appropriations required for the next financial year and proposes to the competent bodies that they be entered in the state budget.

Analyzing the role of the RTC's Manager through the competencies described above, the possibilities for exercising educational leadership are limited by the current legislative framework of the RTCs. While in education management systems in Europe, leadership and leadership groups, which determine the pace and direction of change, facilitate open communication, foster creative thinking and innovation, motivate staff and trainees for growth and progress, and by way of example, by first applying the principle of lifelong learning, in Greece, the Director is treated as a servant exclusively by the Ministry of Education (EC, 2007). As the majority of executives in positions of responsibility in the public and wider public sector (Presidents, Managing Directors and Managing Bodies) are appointed by decision of the Minister, Secretary-General or Mayor, through summary procedures and often without publicity, it often makes impossible the effective control inside the administrative pyramid, also citizens' informing (ESD, 2014). That is why it is necessary for Open Government to introduce an open selection system for senior executives for the public and wider public sector, replacing the appointment process.

The Deputy Directors

As Deputy Directors, two School Advisors are appointed for each level of Education from the Region of RTC (Law 2009/1992). The Deputy Directors of the RTC have the following responsibilities, according to PD 250/1992: a. Each of the Deputy Director ensures the implementation of the training programs at the relevant level of education, b. They collaborate with the School Advisors, the Directorates, the Primary and Secondary Education Offices and

the RTC headquarters schools for planning and conducting practical lessons and for other training needs, c. They are responsible for checking the normal attendance of the trainees, d. They subscribe to the training certificates at the relevant level, e. Everyone supervises and coordinates the evaluation procedures for the curricula of the relevant level and asks the Director to provide the necessary information for the compilation of the RTC's report.

The management posts of RTCs do not require special qualifications in Management and Administration but only educational. The Action Plan of the New School (SDNS, 2010) provided for compulsory education in the administration of Education in cooperation with the National Center for Public Administration and at the same time to develop a framework for the professional development of the executives with the prerequisite of choosing to participate in self. The training would focus on guidance and education managers, and relevant Programs would include the Core Seminar, Distance Learning, and Feedback Seminar. Given that challenges in the learning community are similar across Europe, managers could benefit from learning through co-operation with their counterparts in other Member States by exchanging experience and examples of best practice and through cross-border career opportunities (CEU, 2009).

The Trainers

The quality of teaching is a critical indicator of the European Union's ability to increase its competitiveness in a globalized professional environment. The interest, skills and competencies of teachers, trainers, other teaching staff and guidance and welfare services, as well as the quality of managers, are key factors contributing to the achievement of high quality learning outcomes (SEC, 2007). In RTCs are taught specialists, faculty members of research institutes, school Advisors, full-time or part-time educators, and other civil servants and individuals with the required scientific and teaching qualifications. Teachers are appointed by a decision of the Management Committee of RTC (Law 1566/1985). If there are no suitable teaching staff, public Teachers may be seconded to the RTC for teaching by a decision of the Minister of National Education and Religious Affairs. By the Law 1824/1988, the trainers in the RTCs are appointed by decision of the Minister of National Education and Religious Affairs, following the opinion of the Board of Directors of the RTC. Later, pursuant to Presidential Decree 250/1992, experts, members of research staff (faculty members), School Advisors, Teachers of Public Education with full or partial or hourly posting remuneration, as well as other civil servants and individuals with the required scientific and teaching qualifications can be training staff of RTCs. If there are no suitable teaching staff from the area of RTC's headquarters, public Teachers from other prefectures may be seconded to the RTC by the Minister of National Education and Religious Affairs upon their request.

The Secretariat

A Secretariat (Law 2009/1992) is established in each RTC to support the administrative work, in which an Administrative Officer graduated from Primary or Secondary Education Administrative Branch (Law 1655/1985) is assigned as Secretary. If there is no administrative officer and if the administrative work is increased, is seconded a teacher by decision of the Prefect, following a suggestion from the Regional Council and a suggestion from the RTC's Management

Committee. By the Law 1824/1988, in each RTC is placed and a typist, a messenger, a foreman and a maintenance technician with indefinite private law employment relationship.

Pursuant to PD 250/1992, the Secretary of the RTC has the following responsibilities: a. He/She holds the duties of secretary of the Coordinating Council and keeps records of the meetings, b. Prepares RTC's correspondence and maintains an Incoming and Outgoing Mail Protocol as well as a record of laws, PDs, decisions, circulars and other documents relating to the RTC, c. Maintains evidence of RTC's staff, teaching staff and staff trained, d. Preserves the attendance books of teachers and students as well as the Administrative and other staff of the PEC, e. It draws up the training certificates, which it co-signs, f. Undertakes any other similar work assigned by decision of the Coordinating Council or the Director of the RTC.

IV. RTCs' ECONOMICS

Education and training are critical factors for the long-term development of the EU's competitiveness and social cohesion potential, so reforms need to be accelerated to ensure high-quality education systems. Investing in people is vital both for Europe's position in the knowledge economy and for ensuring that this new economy will not exacerbate existing social problems. Ensuring high quality teacher education is equally important in achieving both a rational management of national resources and a good cost-benefit ratio, since two-thirds of school spending is allocated to teachers' pay (CEC, 2007). Under Law No 1566/1985, the operating costs of the premises where the RTCs exist were dealt with by the municipal or Community authority. Law 1824/1988 sets out the way in which the RTCs are subsidized, the management of their income from the Board of Directors or the Director of the RTC and account performance. The operating costs of the RTCs were covered by grants from the Budget of the Ministry of National Education and Religious Affairs and the relevant Prefectures (Law 1824/1988) and exclusively from the State Budget after 1992 until 2016 (2009/1992).

Law 1566/1985 defined the amount and manner of payment of compensation to the Director, Deputy Director and the Teachers of the RTCs, the level of remuneration or overtime allowance for members of the RTC Management Committees and their Secretaries and the compensation of the Trainers. In Law 2009/1992, joint decision of the Ministers of National Education and Finance defined the amount and manner of payment of compensation to members and the secretary of the Coordinating Council of the RTC, the remuneration of the trainers, the trainees, the experts, the evaluators, the program managers, the conditions and the level of compensation for off-the-road trainers and trainees, the procurement of teaching material and consumables and the treatment of expenditure. Law 2530/1997, until 2011, determined the amount and manner of payment of compensation to members and the secretary of the Coordinating Council, the remuneration of trainers and their travel expenses, as well as the compensation of trainers, who are called in the RTC headquarters. In the latter case, instead of paying compensation to the trainers, it was possible to secure a free stay in specially-secured premises in accordance with the aforementioned decision.

In the Prot. No. F5/56/00 (FEK 1409 B') Ministerial Decision (Government Gazette 1409 B) Y.A. the powers of the Chief Authorizing Officer of the appropriations entered into the Special Entities of the regional service budget were transferred to the Directors of RTCs.

V. TRAINING PROGRAMS OF RTCs

Laws 1566/1985, 1824/1988 and 2009/1992 stipulate that the PDs, issued on a proposal of the Minister of National Education and Religious Affairs, following the opinion of the PI, regulates the way of exercising the educational work of the PEC. Law 1566/1985 describes the aims, forms and institutions of Teacher Training. Article 28 of this law mentions the purpose of the training as informing the newly appointed teachers about the curricula, the teaching books and the teaching of courses and, more generally, the educational policy and their adaptation to the reality of the school and the general conditions of teaching the project, the briefing of teachers already in service on science and education policy developments, the new teaching and assessment methods and the improvement of their ability to respond to changing conditions of education and to effectively perform their work to date on important educational issues in new objects, courses, measures and institutions, and well prepared to perform their new tasks. The PD 250/1992 established the way of exercising the training in the RTCs, then, according to the case with the approved training Program. In general, each training Program should be conducted using modern methods and techniques such as lectures, seminars, studies, workshops, papers and studies, surveys, practical exercises and in any other way ensuring the active participation of the trainees in all phases and activities of the training process. In the exercise of the training project, there must be a wide use of supervisory and teaching instruments and of modern educational technology. Libraries, workshops and Laboratories can be organized and operated in each RTC for the needs of teaching staff and trainees (PD 250/1992). In terms of designing and structuring teacher education, digital interaction is proposed and exploited by internet technologies in communication, in the joint creation of educational material and pedagogical approach due to easily created social networking. Using the web 1.0 and web 2.0 technologies, the teacher has the ability to extend the learning environment and give his students a part of the control of their own learning process (Mikropoulos, 2011).

Forms of Training

Law 1566/1985 provided compulsory forms of training for teachers, A. Introductory training of candidates for appointment or newly appointed teachers prior to taking up their teaching duties and B. Annual training for teachers who have completed five years of service to inform them about their science developments, education policy, renewal of teaching and assessment methods and more general training for more effective exercise of their work. In addition, it provided C. Periodic trainings for teachers that take place during the school year, at a regional or Pan-Hellenic scale, when changing school curricula and introducing new courses, new teaching methods and school books. In addition to the above, other forms of training may be organized to serve educational needs, as well as E. Special Training Seminars for Professional Orientation or special seminars organized by Regions (PD 250/1992). Pursuant to Law 3966/2011, RTCs also implement Special Education and Training Programs for teachers of various disciplines at both levels of Education. Although the RTC's legislation provided for so many different types of seminars, because the Minister of Education required it to decide, local needs were not met and the seminars that carried out in the 25 years of the RTCs' operation were minimal. Local School Advisors covered the gap in the training that needed to be done. The

required osmosis, horizontal communication and synergy of the different types of training undertaken by the different VET structures were limited, with the need to strengthen these training synergies (Mpagakis, 2012). Individual education policy initiatives have little success unless combined with wider social and economic reform programs linking Education and Training with action in other policy areas (EC, 2007). In the Pan-Hellenic survey of the Greek Pedagogical Institute in 2010 on the educational profile and training needs of teachers in Primary and Secondary Education, the recorded results regarding the personal view of the teachers themselves were about more efficient form of training, 44% proposed the "Mixed system (speeding seminars and distance learning with conventional media and optional use of new technologies)", 24% 'Fast-track seminars' and 14% of the "Day Training Workshops". A more effective form of training, based on the content analysis of the teachers' own view, was "long-term", "postgraduate studies in universities", "in-school", "practice" linking theory to practice and "remotely using new technologies" (MPE, 2010).

VI. COOPERATION AND SUPPORT OF THE TRAINING WORK

The Law 2009/1992 and the PD 250/1992 defined the cooperation of the RTCs with Universities and other Bodies, School Advisors, Education Directorates, School Units and Scientific Bodies, with each other as well as with the PI, the Universities, the Technological Educational Institutions (TEIs) and other educational institutions, the Chiefs of Departments and Primary and Secondary Education Offices and with the School Directors of their region for the success of the training work. The training in RTCs is supported by the Department of Scientific and Pedagogical Guidance of Primary and Secondary Education, by the Ministry of Education and Religious Affairs, as well as by national and international organizations (PD 250/1992). In the research of Nathanael's (2014) doctoral dissertation, it is clear from the answers of the Primary and Secondary Education executives that cooperation is particularly important and necessary, obligatory to produce educational work among all members of each educational community and even with a variety of other actors who may be involved in the field of education. However, in practice they find that it is typically and usually at a small or at least unsatisfactory level.

In each RTC, two teachers, one of the Primary and one of the Secondary Education, in collaboration with the Department of Research and Documentation and Professional Technology of PI, and in cooperation with the RTC's Coordinating Council, may be seconded by decision of the Minister of National Education and Religious Affairs educational research at teaching related subjects according to the curricula (PD 250/1992). Experimental Kindergartens, Elementary Schools, Gymnasia and Lyceums, as well as Experimental Lyceums with one or more of the circles and branches of the Unified Multiple Lyceum may be located at each RTC.

VII. TRAINING PROCEDURE

The European Parliament and the Council of Europe have recommended that Member States should ensure proper infrastructure for adult education and training, including teachers and trainers, validation and evaluation procedures, measures to ensure equal access to both lifelong learning and the labor market, and support measures for learners, recognizing the

different needs and different capacities of adults (EP, 2006). The RTC as an autonomous public authority should also have played an important role in the decentralization of state services with a view to decentralizing the treatment of local needs, ie the development of the economic, social and cultural life of the state's regions with significant advantages such as the transfer decisive powers in the regional bodies and discharge of the Central Administration from tasks of local and special interest. At the same time, their sense of responsibility is enhanced, also the interest in achieving the goals increases. Close interpersonal relationships are developed with the staff of the various departments, while the degree of cooperation is increased and better coordination is achieved (Droulia & Politis, 2008).

By presidential decree, issued upon proposal of the Minister of Education, after consultation with the Pedagogical Institute, set the duration of training in all forms, teaching and exercise programs, the teachers' call for training, evaluation and certification of training (Law 2009/1992). The implemented training programs in the RTCs were precisely and in detail designed by the Ministry of Education, the Pedagogical Institute and the Institute of Educational Policy. Because teachers' chronic demand is to involve them, on a multifaceted basis, in the design of training activities, in the Major Training Program, educators and training organizations had contributed jointly to the implementation of the program, and developed collaboratively the new knowledge and the way of acquiring it (Nicoloudis, 2013). In the survey that carried out in 2010 by the Greek Pedagogical Institute, teachers' preferences were recorded as Training Programs to be running in the morning, within school hours work, and to take Certification of training, followed by the conduct before the start (September) and after the end (June) of the school year, also conduct in the afternoon and / or Saturday-Sunday (off-school), in lower percentages.

VIII. EVALUATION OF THE TRAINING WORK

Upon the completion of the Training Programs, the trainees completed the Program's Evaluation Questionnaire. For those who completed their studies in the RTC Programs, they received a corresponding Certificate, according to a standard model (PD250/1992), a certificate that counts in the teachers' assessment with PD152/2013. In the evaluation criteria of professional development, the evaluating teachers are included in a descriptive scale of qualitative classification based on the sub-criteria of the 'three-months Public Training', in the performance of the duties of Director or Deputy Director of RTCs, in participation in sample teachings and seminars of RTCs. The School Advisors are also evaluated in the exercise of administrative and organizational work in their regions and/or in the management or sub-directorate of the RTCs, based on their cooperation in the RTCs. Teachers' Training in New Religious Curricula (Protocol number 2616/26-04-2017 of IEP) and in the Training program on Creative Works in General Lyceums (Ministerial circulars 153193/Δ2/15-9-2017, 137552/Δ2/17-08-2017) in 2017, the RTCs did not issue Certificates for Trainees, but only for Trainers in Creative Works of Lyceums. In the PI's survey on the views of the School Directors' on the Training that they have received and need, the main thematic section proposed by them was the Management and Educational Policy. In the last places of importance for their training they proposed the themes of Intercultural Education, Counseling, School Vocational Guidance and

Self-Assessment of School Units (MPE, 2010). However, it is clear the importance of teachers' contribution to the debate and consultation about the new science, and other school curricula. Science subject leaders should ensure teachers and Directors to express their aspects in meetings and open discussions, in any professional context, since the current curricula are not the 'right answer' and needed alternatives to be proposed. Since science plays a vital role in children' development, leaders must ensure that the new curricula are relevant, accessible and appropriate (Ritchie, 1998)

EPILOGUE AND PROPOSALS

The RTCs address the problems of public-private boundaries as well as other sectors of Public Administration, resulting in major difficulties in responding to the local training needs of teachers and offering opportunities for the personal and professional development of teachers and the progress of local communities. The limitations of the State are many, those of legal nature (principle of legality, rights, control, transparency), politician's (legalization, subordination of the administration to political power), economic (public accounting rules), technician's (procedures, methods, actions) and there are often limitations that teachers with a high level of specialized knowledge, willing to offer more, do not have the chance to be used for the public interest (Alexaki, 2004). In this general framework of public sector's operation, RTCs, as educational/training public bodies should function effectively, and transform the existing individual knowledge into organizational, for the advancement of the local educational community, they do not offer potential development at the local educational work. The ability to develop autonomous training projects, beyond the centrally defined by the Ministry of Education and the Institute for Educational Policy, could transform RTCs into areas of creativity and innovation in Education for the change and advancement of local communities. RTCs can host educational programs as pillars and as Gates of Research in Science, Technology and Teaching, disseminating the findings of Grand European and national programs aiming at society. Taking advantage of Law 1824/1988, which first recognized schools as training units for teachers, RTCs can take initiatives to coordinate their actions and implement in-school trainings, in an independent form or part of a centrally-guided (Pasiás & Papachristos, 2013). And given the PI's survey in 2010 in school Directors, who stated in their majority that their schools are not suitable for being training centers, the role that RTCs can play in this area is still being done more important (MPE, 2010). There is a need to give the opportunity to the RTCs to develop autonomous training and a variety of initiatives to support local in-school training, evolving and adapting to modern day and local needs easily, quickly, efficiently and flexibly. In addition to promoting the Governmental Educational Policy and European Strategies for 21st Century Schools, which are the central aim of their establishment and operation, RTCs can also contribute to the lifelong learning of the wider local community, serving as a coherent link to fragmentary and locally isolated educational/training initiatives, offering a superior level of interconnection, visas, valuation and funding, for more efficient and cost-effective implementation of European and National Strategies in Education and Training, meeting more targeted local and national needs.

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