

Evaluation of the Operating Program for Reception Classes (R.Cs.) of the Educational Priority Zone

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Abstract: Educational Priority Zones (E.P.Z.) constitutes a reformative educational policy for the purpose of dealing with educational inequalities. Among the main objectives of their establishment is addressing school failure, social exclusion, delinquency and dropping out of school, mainly in areas exhibiting low educational indicators. By Act 3879/2010 (JoG 163/21.09, vol. A'), the Greek educational system introduces Greece to the institution of Educational Priority Zones, noting that the organization and operation of Reception Classes, R.Cs is based on the principle of positive discrimination. The success of the institution is based on the development of collaboration between the school, the family and the local community. In the present paper there is a special reference to the establishment of the institution of Reception Classes of the E.P.Z., their purpose, the duration of attendance of them by the students and the results expected from the implementation of the Program. Next there are references to the planning of the evaluation of the Operating Program of the R.Cs. of the E.P.Z., the methodology of evaluation, its form, the tools for evaluation that have been designed-developed, the criteria and the basic questionnaire, are defined. The manner of processing the data and facts of the evaluation is also determined. The paper is concluded with the suggested process for improvement of the program, for highlighting and diffusing its achievements and weaknesses and the specific suggestion for its post-evaluation.

Key words: Educational Priority Zones (E.P.Z.), evaluation program, collaboration, reception classes

1. Introduction

1.1 Purpose of Establishment and Operation of the Reception Classes of the E.P.Zs.

“The integration in school of immigrant students requires an intervention program which is able to address the totality of needs for life, socialization and education. Specifically, changes are required in curriculum, teaching methods and relationships within the school community” (Bereris P., 2005).

The Ministry of Education has established and implemented some measures that aimed at educational equality, the lift of inequalities experienced by students with a foreign language and ensuring equality of opportunities for all students, by applying the principles of intercultural education. The main goal of the establishment and operation of Reception Classes is a smooth, equal integration of the aforementioned students in the Greek educational system within the scientific context of intercultural Education. The goals of the program for

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R.Cs. of the E.P.Z. are: dealing with school failure, social exclusion, delinquency and dropping out of school. Therefore, the ultimate objective of the Program is for students to assimilate and become fully integrated in the regular classes in which they are enrolled, in the time period provided by the current legislation.

1.2 Necessity of Implementation of the Program in Schools: International Experience and the Institutional Approach

In the last decades there has been in our country a large flow of immigrants, and at the same time a massive repatriation of expats. These arrivals and the subsequent stay of a large number of immigrants and expats were accompanied by serious repercussions on the economic and social life of our country. After receiving a large number of foreigners and expatriates, the country was found to be “unprepared” and confronted with new issues on health, safety, work, welfare, legal protection, civil rights and education.

Our society, being multicultural, was called to adjust to new circumstances. It had to manage relationships between natives and foreigners, to avoid conflicts among them, and to create the framework and the conditions for cultural interaction and peaceful co-existence, collaboration and living together.

With the arrival of immigrants and repatriated expats, the “language” distribution of the inhabitants of Greece has changed and the student population has also changed as a consequence. These students come mainly from Albania, Bulgaria, countries of the former Soviet Union, Africa and Eastern Europe.

Education can contribute to the creation of conditions of acceptance and recognition of difference, it can shape the conditions for socialization and offer knowledge to everyone residing in our country. However, in the traditional forms of education there exists the single-culture, single-language orientation. Our country had no experience or institutional framework for dealing with the issue.

Research has shown that success in school for the children of immigrants was not just a matter of language, and was not ascertained with two languages, but problems had mainly to do with “*ignorance of symbolic references which make educators address these children as different, maladjusted*” (Skourtou, Vratsalis, Govaris, 2004, p. 73). The children showed incompatibility with the demands of our educational system, as is also the case with children of underprivileged classes (Cummins, 1989, pp. 218–226). Research has shown that school perpetuates social inequality (Coleman J., 1966; Jensen C., 1969; Jencks C. et al., 1972).

In America and Canada, in the beginning of the sixties, multicultural Pedagogics emerged for the first time. In Greece, after 1980, different measures were applied at times, such as tutorial classes, establishing of bilingual classes, teaching the students’ native language.

1.2.1 In England

The first measures to support compensatory education in England were taken in 1967 after the publication of the Plowden Report. Five (5) Education Priority Areas were then created in England and they specifically supported schools in underprivileged areas, especially in urban ones.

After 1979, with the Conservatives in power, the focus of decision making and strategies for dealing with the issue shifted from the State to schools.

After the educational reform in England in 1988, there was a significant shift in educational policy and compensatory educational institutions were weakened. They were reinstated in 1997 after a new government intervention and they were now called Education Action Zones. This measure was applied in 47 Education Action Zones, where in every Zone belonged 15–25 schools in specific underprivileged areas, with the objective of improving educational results.

In November 2001, following an evaluation of the results of the EAZ, the institution developed (Excellence in City), maintaining its strategic orientation, with the purpose of improving its effectiveness.

1.2.2 In Cyprus

In Cyprus the institution of E.P.Z. was implemented in two areas, the first time as a pilot program during the school year 2003–2004 under the action plan of the P.W.G.P.L.S.S. (Permanent Work Group for the Promotion of Literacy and School Success). The purpose of E.P.Z. schools was literacy and school success. In the schools belonging to the E.P.Z., an additional block of measures was offered, among which was a smaller number of students in each class, employment of bilingual faculty and more.

The next year 2004–2005 the E.P.Z. institution was expanded to one more area. It was implemented in schools chosen by socio-economic and educational criteria, such as a high rate of school failure, functional illiteracy, non-native speaker and foreign students and multiple incidents of violence and delinquency.

Next, through the plan for Educational Reform in the year 2007, the creation of E.Z.Ps. became a strategic political choice, aiming at eliminating educational inequalities through positive discrimination.

1.2.3 In France

Since the 80's in France, a country that has always received many immigrants, the discourse on positive discrimination, which was suggested as a means to address social, economic and cultural inequalities, adopted the position “non-equal treatment among non-equals” and questioned the standard position for “equal treatment for everyone”. In France also, the strategy of non-equal treatment of inequality was used for targeted “non-equal” interventions to eliminate the inequalities.

This strategy was not only concerned with the educational process, but spread to the whole spectrum of social services in the specific areas, with a package of measures, in order for the state to redistribute “non-equally” to the...“non-equals” its social welfare.

The schools implementing the E.Z.P. Programs were allotted increased “resources”, financial, human (specialized teaching staff), tutorial classes were established, integration-reception classes for foreign students.

Programs for the encouragement and support of the immigrants' families were implemented, as well as special programs for psychological and educational interventions, language learning was supported and cultural programs were included in the general plan. At the same time, schools implementing the E.Z.P. Programs coordinated and collaborated with local communities, the students' parents and the business world, with a common objective: dealing with dropping out of school, low performance results, delinquency and other occurrences.

Although traditionally France has had a centralized educational system derived from a central strategic choice, it nevertheless established a relative autonomy and the ability for developing and implementing an internal educational policy in the schools participating in the E.Z.P. Programs (Storey, 2007). Even though in France the E.Z.P. institution was introduced as a temporary measure in order to address social inequalities, this measure through its evolution remained until the year 2007. The Zones were re-named School Success Networks (Reseaux de Reussite Scolaire), and the state increasingly supports their operation.

1.3 Incorporation of the Program for Reception Classes in Primary Schools in Greece: Establishment of the Educational Priority Zones (E.Z.Ps.)

Act 3879/2010 (JoG 163/21.09. 10, vol. A'), article 26 par. 1a and par. 1b of the Ministry of Education introduces the institution of the Educational Priority Zones (E.Z.Ps.) and mentions among other things: “The goal

of E.Z.Ps. is the equal integration of all students in the educational system through operation of supportive actions for the Improvement of student performance, such as, especially the use of reception classes, tutorial classes, summer courses..... In addition, matters regarding the organization and operation of E.Z.Ps., their staffing, the employment of educators in ratio to the number of students needing differentiated teaching and any other pertinent matter, are regulated.”

As provided by the Ministry of Education, the Program for Reception Classes includes two study cycles entitled “Reception Classes I” and “Reception Classes II”, included in the Weekly Timetable of the School (Φ.10/20/Γ1/708/07-09-1999 (JoG 1789/28-09-1999, vol. B').

In summary on the operation of the two cycles of R.Cs. we mention:

Reception Classes I: The program for learning Greek as a second language is intensely applied in the R.C for students intending to be a part of the Greek educational system. At the same time, the student attends (for more hours a week) lessons in their “regular” Class. The lessons attended in the “regular” Class are: Foreign Language, Phys. Education, Art, Flexible Period, Music Class or any other lesson, following a decision of the Faculty in collaboration with the School Counselor. Attendance is one school year, unless, after one trimester the educators of the R.C and the “regular” Class decide that the student can attend all lessons with no hindrance. Only this way can the student be re-integrated in the “regular” Class.

Reception Classes II: In these classes we implement the mixed-internal and external- system of learning and linguistic support of the students. The program is implemented in the “regular” Class, where students attend their Class, with parallel supportive language teaching. The Program of the Reception Class II lasts up to two school years (three exceptionally) after attendance by the same student of the cycle R.C.I, and it is intended that the support be uninterrupted and have positive results. The basic principle is that the student must attend more school hours in the “regular” Class in order to become integrated as soon as possible in the regular Class. For the support of the students the following are provided:

(1) Internal differentiation of teaching. Students are supported by personalized teaching in order to develop the necessary linguistic abilities. At the same time though, they participate in the educational activities of the “regular” Class with the educator who is responsible for teaching Greek as a second language.

(2) External differentiation of teaching. Special educators intensively continue teaching Greek as a second language.

(3) Classes on the language and culture of the students’ country of origin. It is optional and is taught if a significant number of students (over 7) exists and covers 4 school hours a week, provided the class has a full Weekly Timetable.

1.4 Length of Attendance for Students in the R.Cs. of the E.P.Z. — Completion of Attendance

The maximum time limit for Attendance of a student in R.C. I E.P.Z. is one year. The maximum time limit for Attendance of a student in R.C. II E.P.Z. is two years (for exceptional cases Attendance is extended to three years).

Completion of attendance of the student in R.C. I and II E.P.Z. and their full integration in the regular class can also be achieved through placement exams, except for the determinative test. Determinative tests, except for the one for the initial placement of students for attendance in R.C. I E.P.Z or R.C. II E.P.Z., it is suggested that they are conducted at the end of each trimester, so that the language progress of the students can be determined and they can gradually take their place in their regular classes.

1.5 Expected Results from the Implementation of the Program

After the completion of the implementation of the Program we expect its social, teaching, learning and pedagogic goals to be achieved to a satisfactory degree. The students who attended the R.C. to have, at an appropriate level, learned the Greek language and to have become integrated to a great extent (linguistically-emotionally-socially) in the Greek educational system, so that gradually all the students can be integrated in their regular class. After the study and processing of the data accumulated with evaluating tools, we expect positive results from the Program.

2. Evaluation Plan for the Operation Program of the Reception Classes of the E.P.Z.

In the present paper we are going to expound on the evaluation plan for the Operation Program of the Reception Classes of the E.P.Z. The evaluation will be combined (formative and comparative). Mainly, concerning the formative, it is suggested that the students' evaluation be conducted each trimester, making use of tools for evaluation/diagnosis weighted by the Pedagogical Institute, as well as other forms of diagnostic tests which will be created by educators adequately trained by the School Counselor. That is, they will be shaped in school by the educators involved during the implementation of the Program. According to planning, at each trimester, the progress of the participating students will be evaluated. At the end of each trimester, it will be possible to deal with problems and deficiencies by re-shaping the Program and re-framing activities towards surpassing weaknesses — disfunctions and achieving the goals of the Program.

2.1 Techniques, Working Method and Evaluation Tools

The Operation Program of the Reception Classes (R.Cs.) is annual. To evaluate the program we shall make use of quantitative and qualitative techniques and tools. To collect data for evaluation, interviews, evaluation essays and questionnaires will be used.

Interviews: Interviewing of students, parents, educators, people in charge of local organizations.

Evaluation essays: (a) texts-images-diagrams by the students themselves, (b) progress reports for the students and the evolvement of the Program, composed each trimester by the educator of the R.C., the teachers of the "regular classes" and the Principals of the School Units, (c) pertinent documents from the school such as: Minutes of the Faculty, entries from the school-in educational databases-of facts pertaining to the Program being implemented etc.

Questionnaires: The questionnaires contain questions which correspond to 16 indicators constructed for the evaluation of the Operating Program of the Reception Classes (R.C.) of the Educational Priority Zone (E.P.Z.). The questionnaires will be given to:

- (a) the Principals of the School Units,
- (b) the educators of the Reception Classes of the E.P.Zs., and
- (c) the teachers of the "regular classes" with students attending the Reception Classes.

The questionnaires will be submitted to be filled at the end of the Program, that is, at the end of the School year.

Then will follow the combined comparative and formative evaluation. For the comparative evaluation, as is mentioned next, there will be a correlation of the evaluation indicators.

The formative evaluation will be conducted each trimester and will have as its core:

- (a) the students' progress and, in particular, their performance in learning Greek as a second language.

(b) the adjustment and integration of the students of the Reception Classes in school.

The main evaluation of the Operating Program of the Reception Classes (R.Cs.), will be conducted essentially at the indicator level. Indicatively, for the purposes of the present paper, we formed the 16 indicators. In each one of the 16 indicators we refer to four elements:

- (a) there is a (summary) description of the indicator,
- (b) the purpose of the indicator is mentioned,
- (c) (indicative) criteria are registered,
- (d) questions for investigating the qualitative characteristics of the indicator are suggested.

As to our manner (method) of working, to search for sources and to find facts for evaluation, it is roughly the same for all the indicators. We search for facts in and out of the School, if it is deemed necessary (student lists, administration books, documents, educators' journals, sheets of observations on the students' conduct, students' projects file, protocols for student participation and recording of results, students' tests, faculty acts, interview transcripts, newspapers, magazines etc.).

2.2 Processing of Facts and Data of the Program Evaluation

For the processing of facts and data of the evaluation we shall make use of:

For interview transcripts and essays the "content analysis" method.

For processing questionnaire data (indicators) we shall use SPSS software.

In the investigative part of our paper we shall use descriptive as well as inferential statistics.

Control of the importance of the differences, in the part of the research where we will be using inferential statistics, will be conducted by a series of statistical criteria such as (χ^2 , t-test, ANOVA), at a 0.05 level.

The nature of the research object has been the basis for the definition of its kind. Consequently, the present research/evaluation is characterized as:

- (A) descriptive with categorical variables,
- (B) sampling as to the number of persons examined, and
- (C) contextual, because it attempts to discover and interpret the correlations between "independent" and "dependent" variables.

For the description of these variables as well as for the investigation and verification of the possible relations between them, we use quantitative and qualitative measurements, as well as a series of statistical analyses.

In each case the central tendency indicators and dispersion of distribution are measured, for each variable the context indicators and the reliability of the measurements.

For all the above analyses the level of statistical significance was determined at between 1% ($p < 0.01$) and 5% ($p < 0.05$). The 6% to 7% probability ($p < 0.06$ - $p < 0.07$) represents a marginal statistical significance. Therefore, a probability higher than 7% ($p < 0.07$) means that the statistical difference is insignificant.

For the evaluation of the Program were created (indicatively) 16 indicators, described below and contained in three parts marked A, B, C, thus:

(A) Program Application Framework-Input

(1) Staffing of Reception Classes and of Classes attended by the students participating in the Educator Training Program.

(2) Funding of the Program.

(3) Means, Materials and Infrastructure.

(B) School Procedures

School Administration Axis:

(4) Organizing and coordination of the school for the implementation of the Intervention Program.

(5) Support and utilization of human resources. Educator Training

Pedagogical and Teaching Procedure Axis:

(6) Utilization of known, development and application of new teaching practices for Reception Classes (R.Cs.)

(7) Utilization and development of pedagogical practices for the adjustment and integration of the students attending the R.Cs.

(8) Evaluation of students of R.Cs.

(9) Creation of new means and materials for teaching the Reception Class for improving the educational work produced.

Creating Climate and Relations of Collaboration and Communication Axis.

(10) Cultivation of a climate of collaboration and communication among the educators and further with parents, organizations, local population.

(C) Program results

Student educational results axis:

(11) Students' academic progress;

(12) Development of social and individual abilities;

(13) Integration and adjustment of students of R.Cs.;

Results pertaining to the school and the educators' axis:

(14) Educators' experience acquired through the Program;

(15) Achievement of the goals of the operating Program of the R.C.;

(16) Formation of an internal policy for the application of the Program.

2.3 Analysis of the indicators of (A) Program Application Framework-Input

Here is a more detailed presentation of the structure, in three parts (A, B, C), the description and the facts of the 16 indicators of the Evaluation of the Program of R.Cs. of the E.P.Z.:

2.3.1 Evaluation indicator: Staffing of Reception Classes and of Classes Attended by Students Participating in the Program

This indicator concerns the adequate staffing of the school in order for it to respond to the demands of the operating Program of the R.Cs. It examines the assignment to the Program of educators with the necessary scientific and pedagogical training, as well as the experience of the educators. It is determined whether the Program was implemented without hindrance, with no (frequent) change in teachers etc. It represents the educators' training in innovative programs and especially on the operation of the R.C.

Purpose of the indicator:

It is attempted to examine the degree to which the school staff, (class educators, R.C. educators, principal) are sufficient and have the scientific and pedagogical training and experience to respond to the good application of the Program. To investigate to what extent the training interventions were beneficial before and during the implementation of the Program.

Suggested criteria for evaluation of the 1st Indicator:

* Adequacy of teaching staff. Staffing of the R.C. and the “regular” school classes with educators with special scientific training for the demands of the R.C. operation.

* Educators’ experience in a similar Program.

2.3.2 Evaluation Indicator: Program Funding

This indicator refers to the representation of the funding process of the Program. By applying this intervention Program, the School budget is burdened with additional expenses for school supplies, appliances, buying of educational material, organizing of school and extracurricular events etc.

Purpose of the indicator:

It is attempted to investigate the degree to which the organization (or the collaborating organizations) for the implementation of the Program responded to the financial obligations, so that the school could cover the additional expense needed for the Program.

Suggested criterion for evaluation of the 2nd Indicator:

*Financial sufficiency for the implementation of the Program

2.3.3 Evaluation indicator: Means, Materials and Infrastructure

This indicator refers to the degree to which the available means and infrastructure cover the needs deriving from the application of the Program.

Purpose of the indicator:

With this particular indicator it is attempted to assess the School as to the existence and appropriateness of the means and the infrastructure which is demanded in advance for the application of the Program. The good condition and function of the equipment and the supporting infrastructures of the School are presented (lab equipment, audiovisual and manual means, apparatus for teaching support etc.).

At this time, by utilizing the abilities of the E.P.Zs. in teaching, the need for modern equipment and upgrading of the pre-existing keeps increasing.

We find the comparative evaluation of this indicator interesting in relation to other indicators of the Program (with 6, 10)

Suggested criteria for evaluation of the 3rd Indicator:

* Adequacy of equipment and other means for teaching and support of the school's educational work.

* Appropriateness of available equipment and means

2.4 Analysis of the indicators of (B) School Procedures/School Administration Axis

2.4.1 Evaluation Indicator: Organization and Coordination of the School for the Implementation of the Intervention Program

This indicator refers to the degree to which the school develops and reshapes practices in relation to organization, coordination of measures and procedures demanded, in order for the school to effectively implement the Program.

More explicitly: a list of objectives and intentions of the school is compiled for the achievement of the goals of the Program, the supporting mechanisms and procedures in accordance with the active participation and involvement, collective action and unencumbered-punctual-constant communication of educators are listed.

It also concerns the shaping of the R.C. Program, the ranking of priorities, the determination of activities the final coordination for the developmental implementation of the Program.

Purpose of the indicator:

With this particular indicator we have an assessment of the main objective of the Program, the achievement of the main purpose, the planning, implementation and lasting management of the Program. The organizational culture of the educators in the school implementing the Program is examined, that is, the set of principles and values, the shaping of a common vision for everyone, the readiness for decision making. In addition, the culture of collaboration and community is recorded, keeping in mind that the lack thereof should also be recorded.

This indicator is correlated with other indicators (with 1, 5, 6, 7, 9, 15, 16).

Suggested evaluation criteria for the 4th Indicator:

- * Common shaping and application of the operating Program of the R.C.
- * Determination of the main objectives for the implementation of the Program.
- * Shaping of a framework for cooperation and active collective involvement of everyone involved in the Program.
- * Familiarization with the decision-making process.

2.4.2 Evaluation Indicator: Organization, Support and Utilization of Human Resources — Educator Training

This indicator focuses on the procedures related to organization, development, support and utilization of human resources. More explicitly, it correlates individual abilities and experiences with utilization of human resources. It verifies established or non-established cooperation of educators for the achievement of the Program's goals. There is also a valuation of the development of activities supporting educators during the implementation of the Program. It presents educator training on innovative programs and in particular on the operating program of the R.C.

Purpose of the indicator:

It is attempted to assess the organizational, support and utilization practices for human resources. Good practices for collaboration and mutual support of educators are registered, as well as organizing and coordination of all educators, to achieve a feeling of acceptance and integration for the students of the R.C., the educators' abilities are presented.

This indicator can be correlated with other indicators (with 4, 6, 7, 9, 10, 14, 16)

Suggested evaluation criteria for the 5th Indicator:

- *Application of training courses for this particular Program.
- *Support for the educators' work.
- *Utilization of the educators' abilities (experience, knowledge, abilities).

2.4.3 Evaluation indicator: Utilization of Known, Development of New Teaching Practices for Reception Classes (R.Cs.)

This indicator refers to the (good) ready teaching practices utilized, or new ones designed and implemented for achieving the goals of the Program. Due to the special characteristics and needs of the students of the R.C., the educator makes use of the ready teaching packages of the Pedagogical Institute (currently Institute for Educational Policy) and prepares his/her own teaching activities and material in correspondence with the objectives of the Program, the students' learning level, their own rhythm of learning (differentiated teaching). He adopts the modern principles of teaching methodology and scientific developments, in particular the methodology for teaching Greek as a second language, taking into consideration the scientific context of intercultural education. The educator of the regular class makes use of individualized teaching in order for the students of the R.C. to develop the necessary linguistic abilities.

Purpose of the indicator:

It is attempted to assess the application of modern teaching methods in the R.C. as well as in the “regular” class. Differentiated teaching, methodology for teaching Greek as a second language, Intercultural education, individualized teaching, are the scientific background which defines the teaching of students in the R.C.

Suggested evaluation criteria for the 6th Indicator:

- *Utilization of ready and self-designed teaching packages for the students of the R.C.

- *Use of the principles of differentiated teaching during the designing and implementation of teaching interventions.

- *Use of the methodology for teaching Greek as a second language.

- *Application of individualized teaching in the “regular” class.

2.4.4 Evaluation indicator: Utilization and Development of Teaching Practices for the Adjustment and Integration of Students Attending R.Cs

This indicator refers to the Pedagogical practices applied by the educator in order to form a good pedagogical relationship and communication with the students and to develop, cultivate and ensure the appropriate pedagogical climate.

Purpose of the indicator:

It is to examine the degree to which the appropriate pedagogical climate and relationship between a teacher and a student has developed, so that the individual needs of the student, their encouragement to take initiatives and their satisfaction in the fulfillment of their expectations are ensured.

Suggested evaluation criteria for the 7th indicator:

- *Creation of the appropriate pedagogical climate in class.

- *Forming of a teacher-student relationship which contributes to the addressing of the individualized needs of the student, the taking up of initiatives and the fulfillment of their expectations.

2.4.5 Evaluation indicator: Evaluation of R.C. students

This indicator refers to student evaluation. The educator utilizes in combination all forms, tools and evaluation methods, in order to assess the teaching and learning process. It is noted that the formative function of the evaluation is important for the feedback and improvement of teaching. The satisfactory results derived from the use of good teaching practices in accordance with the aforementioned principles and the orderly function of the R.C. and the corresponding regular Classes (which the R.C. students attend), are verified. At the same time, through evaluation, we can pinpoint problems and malfunctions in the implementation of the R.C. Program.

Purpose of the indicator:

By this indicator we assess the results of the teaching process. Results are recorded, the problems arising during the implementation of the Program are highlighted, so that educators can redesign the teaching and learning process and reshape the Program.

Suggested evaluation criteria for the 8th Indicator:

- *Combined utilization of all methods and techniques of evaluation, in correspondence with the goals and content of the R.C., in order to have a full and objective evaluation.

- *Use of the data of the formative (intermediate) evaluation for the purpose of improving the students’ performance and the teaching process (feedback).

2.4.6 Evaluation Indicator: Creation of New Means and Materials for Teaching the R.C. Class for the Improvement of the Produced Educational Work

The Indicator refers to the assessment of the new material produced and the new teaching means used during

the implementation of the R.C. Program. Considering that the attending students come from other countries, cultures and civilizations, oftentimes other religions, the creation of teaching, print and digital material is differentiated. The new material responds to the special needs of the students of the R.C.

Purpose of the indicator:

With this indicator we assess the new material created and the means used, whether or not the required characteristics are met to have a positive contribution to the teaching process.

This indicator can be correlated with other indicators (with 6, 11, 14).

Suggested evaluation criteria for the 9th Indicator:

*Utilization of new materials and means in the teaching and learning process, which have contributed to the effective implementation of the Program.

*The new teaching materials and means are correlated with the goals, the content of the Program, the teaching methodology of Greek as a second language, the framework of Intercultural education and the needs of individualized teaching.

2.5 Analysis of the indicators of (B) School Procedures/Creating Climate and Relationships of Cooperation and Communication Axis

2.5.1 Evaluation Indicator: Cultivation of a Climate of Cooperation and Communication among Educators and, Further with Parents, Organizations and the Local Population

This indicator examines the degree to which the administrative-organizational structures and practices of the school bring forward, support and facilitate the cooperation among educators, particularly educators with different roles. Educators' cooperation established or not, aims at better planning, application and evaluation of the operating Program of the R.C. It also examines the relations — formal and informal — between educators and students, which promote good communication, respect and mutual esteem. It also examines the relations of educators with the students' parents, organizations and the local community.

Purpose of the indicator:

With this indicator it is attempted to examine the climate of the school, the relationships developing between educators-students and between the students themselves. We assess positive elements like creative collaboration, active participation, effective problem management. To find out if the school is open to the "outside world", communicates and works with other R.Cs. of other schools implementing the same Program.

This indicator can be correlated with other indicators like: (a) support and utilization of human resources, indicator 1., (b) organizing and coordination of the school for the implementation of the Intervention Program, indicator 4., (c) integration and adjustment of students of R.Cs., indicator 13.

Suggested evaluation criteria for the 10th Indicator:

*Initiatives for creative cooperation among educators involved in any capacity in the R.C. Program.

*Development and cultivation of a climate of communication, trust and appreciation with the students' parents, organizations and the local community.

*The educators participating in the Program communicate and cooperate with educators from other schools implementing the same Program.

2.6 Analysis of the indicators of (C) Program Results/Educational Results for Students Axis

2.6.1 Evaluation indicator: Students' academic progress

This indicator examines the students' Progress in the cognitive section in relation to the goals and content of

the operating Program of the R.Cs. School performance and student progress in the R.C. illustrate effective teaching intervention. With the tests and special diagnostic packages by the Pedagogical Institute, we can mainly verify the degree of learning of the Greek language at intervals (e.g., each trimester) and at the end of the school year, that is, at the time of completion of the Program.

Purpose of the indicator:

With this indicator it is attempted to verify the academic progress of the students participating in the Program. It is attempted to take into account the parameters related to performance. Such are, good teaching practices already mentioned, students' performance, ensuring a good pedagogical climate etc. At the same time, shortcomings and problems are pinpointed.

It is suggested that this indicator is correlated with other indicators (nearly all)

Suggested evaluation criteria for the 11th Indicator:

*Students' academic performance according to the cognitive goals of the Program of the R.C.

*Progress in learning Greek as a second language.

2.6.2 Evaluation indicator: Development of social and individual skills

This indicator examines the effectiveness of the practices developed and applied in the context of the operating Program of the R.C. for the development of the students' social and individual skills. The emphasis is on the students' emotional "adjustment", the cultivation of good interpersonal relationships, the acceptance of religious-cultural-ethnic diversity, the mitigation of social inequalities, the establishing of a sense of love and safety.

Purpose of the indicator:

With this indicator it is attempted to examine the degree of contribution of the Program to the individual and social development of the students. It represents skills, attitudes and behaviors of socialization of the students.

Suggested evaluation criterion for the 12th Indicator:

*The students of the Reception Classes independently of social and cultural origin or other particularities, develop individual and social skills.

2.6.3 Evaluation Indicator: Integration and Adjustment of Students of R.Cs.

This indicator examines the degree to which pedagogic practices developed and applied in the context of the operating Program of the R.Cs., contributed to the students' adjustment and their integration in the Greek school and in general in the Greek educational life.

Purpose of the indicator:

With this indicator it is assessed whether the implementation of educational Programs for grouping, development of personal and social skills, diversity acceptance, prevention of violence etc. contributes to the students' of the R.Cs. integration.

This indicator is suggested that it be correlated with the previous indicator, that is, the Development of individual and social skills, indicator 12.

Suggested evaluation criterion for the 13th Indicator:

*The students of the Reception Class, by participating in educational programs, in the context of operation of the R.C. and their "regular" class managed to integrate in the Greek school.

2.7 Analysis of the indicators of (C) Program Results/Results Pertaining to the School and the Educators' Axis

2.7.1 Evaluation Indicator: Experience Acquired from the Program by Educators

This indicator verifies the experience acquired by educators involved in the Program. It focuses on encouragement for taking up innovative Programs, the development of a climate of cooperation among the educators of the school that implemented the Program, between educators-parents and between educators-educators from other schools, cooperation with organizations, the creation of pedagogical and teaching practices, the evaluation of the program, decision making, highlighting and diffusion of the Program etc. Also, it records whether training contributed to the success of the Program.

Purpose of the indicator:

With this indicator we assess if the implementation of the Program contributed to the gaining of experience by the educators involved in the Program. To assess the degree of experience acquired by the educators in the above mentioned in the indicator actions, situations, skills.

This Indicator is suggested to be correlated with other indicators of the Program (1, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 16),

Suggested evaluation criteria for the 14th Indicator:

- * The experience offered to the educators participating in the Program in matters of planning, management, implementation, evaluation and presentation of the Program.

- * The experience offered to the educators participating in the Program in what concerns the application of innovative Programs, the development of a climate of cooperation between educators and between educators-parents and between educators-educators from other schools, cooperation with organizations, the creation of pedagogical and teaching practices, decision making, the adjustment and integration of students.

- * The training conducted in the context of the implementation of the Program (in school and outside the school).

2.7.2 Evaluation Indicator: Achievement of Goals of the Operating Program of the R.C.

This indicator examines the total assessment of the implementation of the Program. That is, it refers to the assessment concerning planning, organization, application, formative evaluation, highlighting and diffusion of the Program, the problems arising during the implementation of the Program. It includes whether and to what degree the expectations of those involved in the Program were fulfilled.

Purpose of the indicator:

With this indicator we essentially make a report with qualitative characteristics on whether the goals of the Program were fulfilled and if any weaknesses and problems were detected.

This indicator is correlated with all the other indicators and uses facts from all of them.

Suggested evaluation criteria for the 15th Indicator:

- *Your school has responded to the demands of the Program.

- *The goals set by the School during the planning of the Program were achieved.

- *Those involved in the Program, students, educators and parents, are satisfied by the implementation of the Program.

2.7.3 Evaluation Indicator: Shaping of Internal Policy for the Implementation of the Program

This indicator examines the degree to which the school as an educational organization has managed to adopt

and implement the Greek educational policy, which is in accordance with and framed by European policy, developing and forming its own internal policy. The changes in our country's educational status, such as the implementation of an innovative (e.g., the present one) Program, in the educational community are usually faced with various problems. A “culture of change” is the main premise for a successful application of the Programs.

Purpose of the indicator:

This indicator examines to what degree educators acquired or already possessed a “culture of change”, if the school brings forward and supports social issues and addressing social inequalities, if the school is open to the “outside world” with programs of compensatory and supportive education, if the school is open to matters of cooperation with other schools, organizations and the local community.

Suggested evaluation criteria for the 16th Indicator:

- Educators adopt the educational policy, possess or develop the “culture of change”, to take on innovative Programs.
- Your school brings forward and supports Programs touching upon social issues and social inequalities/particularities.
- Your school strives and succeeds in communicating and cooperating with other schools, organizations and the local community.

3. Main Results of the Program of R.Cs. of E.P.Zs. Suggested Improvement for Subsequent Use, Highlighting-Diffusion and Post-Evaluation

Information on the evaluation results of the Program. Achievements, weaknesses/problems of the Program.

The main results of the evaluation, the achievements and weaknesses of the Program will be announced, to begin with, to the higher levels of our organizational/administrative structure of education.

The results of the Program as concerns the students, parents, educators, the educational system and society in general (social dimension), are recorded in detail, in axes.

Also, in detail are recorded, in axes, the problems and weaknesses detected, as well as the methodology for problem solving and addressing weaknesses.

With the three points: (a) locating/evaluating of the problem, (b) making a decision and (c) dealing with it, was effected, during the implementation of the Program, the managing of problems and those procedures will be recorded at this phase and will be brought forward.

Already in the periodic updates from each school unit, during its annual as well as the trimester Programming, and the reports (also annual and on each trimester), the implementation and results of the innovative programs are illustrated.

More specifically, the school dispatches the operating Program of the R.Cs. of the E.P.Zs. to the School Counsellor and the Educational Manager responsible.

The School Counsellor, at the end of the school year which coincides with the completion of the operating Program of the R.Cs. of the E.P.Zs., reports the results of the Program in the Annual Account Report, which he dispatches to the District Office of Education and the E.P.I. (Educational Policy Institute). This procedure concerns the administrative information and diffusion on the results of the Program.

It is the school, though, that highlights and diffuses the results of the Program by any means possible, such as: (a) on the school's website, with notices, pictures, video, songs, posting of activities etc. (b) by writing articles and

publishing them in newspapers and magazines, (c) by making posters, (d) by organizing events, conducting workshops etc. This way, it organizes excursions, revivals of local customs, events where all the parents are invited, with theatrical and musical acts, dancing etc., where foreign and other students attending the Reception Class, present parts of the “non-material” culture-tradition of their country of origin etc.

Suggested differentiations of the Program for subsequent use:

Next, after the completion of the Evaluation of the Operating Program of the R.Cs. of the E.P.Zs., it is suggested that we process the results of the Program, in order to redesign (upgrade and improvement) for subsequent use. We should take into account the weaknesses of the Program and to define through which changes or additions in the components of the Program and by what interventions we would have better results, that is, we would improve the Program for subsequent use.

These differentiations concerning the improvement of the Program will be reported to the educational community through scheduled activities, such as posting on the Observatory, training workshops, informative administrative meetings etc.

Post-evaluation:

The post-evaluation of the Operating Program of the R.Cs. of the E.P.Zs. will take place one year after the first evaluation (that is, at the end of the next application-school year). Its purpose will be to examine the fidelity of the 16 indicators, the improvement of the individual indicators (questions) which might show low validity and credibility in evaluation, as well as to deal with possible errors and omissions of the evaluation process and to attempt an (possible) intervention to the components of the Program.

The tool, which comprises the individual tools for evaluation of the Program, will remain the same. There is however the possibility that some questions be modified on the individual indicators to improve the credibility and validity of the tool.

After the application of the first post-evaluation and the possible improvements, the final Evaluation tool is available to the research community for application.

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