

SCHOOL FOR EDUCATION OR SCHOOL FOR WORK? Educational Policy-Planning about Technical and Vocational Educational System in Greece since 1950

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In the present study we attempt to present and analyze the role of Technical Vocational Education in Greece since 1950. During this decade we can follow a discussion and the first steps concerning the introduction of this parallel educational system in the Greek education. We will also analyze the different contents and objectives attributed to this educational level. These legislative adjustments reveal as prevalent perception that Technical Vocational Education should have as unique and exclusive mission to prepare the workforce. This will be related to the fact that the graduates of these schools would become low-rank professionals, a relatively important factor for the economic development of the country.

From 1974 onwards, in the framework of relevant educational reforms, we can follow different efforts to include elements of a general education into this educational field, both in the objectives and the curricula. The analysis of the official discourse will give us the possibility to point out some efforts to overcome and eradicate the prejudices towards this specific parallel system and deal in a different and more effective way with deficits in the student's culture and knowledge. In the beginning of 21st century, the discussion about this educational option is still in process and is mostly related to the new implications and demands of the market economy, to measurable results, economic gain, effectiveness criteria and the acquisition of skills. In this paper, we discuss how these contemporary social and economic circumstances tend to bring back a model of technical vocational schools which, some decades ago, was considered to be rather problematic in the Greek case. The fragmentation and specialization of knowledge mostly related to professional skills is prioritized against a general educational culture. It is important to clarify the dilemmas in the contemporary scientific debate about the role of this educational field. Technical education should promote a manifold culture and development or exclusively a vocational training oriented to the market needs?

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